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AUTHOR Brickell, Henry M.; And Others
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ABSTRACT

The taxonomy is designed to characterize, summarize, and generalize about the career education movement. It describes career education projects by the following paradigm: topics, dimensions, measures, and descriptors. (The four topics are: school district, career education project, career education instructional program, and evaluation of career education project.) Volume 1 provides an 11-page working outline of the taxonomy developed by an analysis of 72 representative elementary and secondary career education projects throughout the United States. It also contains 68 easily-readable charts which analyze to the nearest 10 percent the data of the 72 projects in a form corresponding to the taxonomic outline. Volume 1 also contains an excerpt from the U. S. Office of Education publication, Career Education: Programs and Progress, and 60 pages of sample career education project director's interview forms. Volumes 2, 3, and 4 contain unevenly detailed, alphabetically listed, profiles of over 200 career education projects in the 50 States, which follow this form: district and project information, approach to career education, project staff, school staff, training, community resources, curriculum materials, and ideas that worked. Volume 2 contains profiles for Alabama--Iowa; Volume 3 for Kansas--New Mexico; Volume 4 for New York--Wyoming. (JR)

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TAXONOMY AND PROFILES
OF
CAREER EDUCATION

VOLUME I

Prepared for the

OFFICE OF CAREER EDUCATION

UNITED STATES OFFICE OF EDUCATION

POLICY STUDIES IN EDUCATION
A Department of the Educational Research Council of America
52 Vanderbilt Avenue
New York, New York 10017
212-684-6940

Henry M. Brickell
Carol B. Aslanian
Rena Grossman
Laurel J. Spak
Mary Callaway
Katharine S. Smith

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

In the Summer of 1974, Kenneth B. Hoyt, Associate Commissioner, USOE Office of Career Education, sponsored and presided at 20 Career Education Mini-Conferences in Washington, D.C. Over 250 project directors and classroom teachers representing over 250 career education projects for elementary and secondary students took part. The participants were updated on USOE policy in career education, described what they were doing at home, exchanged information with each other, and contributed locally-made materials to the USOE Career Education Library.

Policy Studies in Education, a department of the not-for-profit Educational Research Council of America, was commissioned to attend the conferences, interview the participants, develop profiles of their projects, analyze the status of career education nationwide, and prepare a taxonomy to map the past and help guide the future of USOE funding policy in career education.

Policy Studies in Education developed a series of four volumes, of which the present volume is one:

I. TAXONOMY OF CAREER EDUCATION

--A general description of the national movement as revealed by a representative sample of the profiles. This volume highlights features found in many projects and identifies significant patterns of activity.

II. PROFILES OF CAREER EDUCATION

--Alabama - Iowa

III. PROFILES OF CAREER EDUCATION

--Kansas - New Mexico

IV. PROFILES OF CAREER EDUCATION

--New York - Wyoming

The TAXONOMY is designed to characterize, summarize, and generalize about the career education movement after a half decade of energetic activity. USOE has purposely left a great deal to local imagination and local initiative. The TAXONOMY contains the harvest of the major ideas and activities that constitute the practice of career education in elementary and secondary schools today.

The PROFILES are designed to tell enough about each project to let the reader know whether he should write to the local project director for more information. There is of course much

more to the projects than can be told in the few pages devoted to each of them.

All profiles have a common statistical section although in some cases local personnel did not supply the requested information. The profiles differ in narrative treatment depending upon whether the profiles were written by the staff of Policy Studies in Education (about one-third of the descriptions) or by local project personnel (about two-thirds of the descriptions). Some school districts have more than one project and thus are represented by more than one project description.

The profiles have never been reviewed by local project personnel. They were rushed into print just as soon as they were completed in the hope that they would be immediately useful, saving the weeks or months of delay that local editing and approval would have required. Apologies are due to local projects which have been in any way misrepresented in these descriptions.

Taken together, these four volumes contain the most definitive description of career education available.

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OVERVIEW

A taxonomy is a classification system for bringing order to phenomena which might otherwise be difficult to comprehend. A good taxonomy arranges information so that major patterns become clearly visible and--when accompanied by an understanding of the dynamics of evolution, growth, and change--can be servicable in explaining why those patterns occur.

Career education is a major national movement touching schools and communities in every state.* Much discussed, it has yet to be well described. If a satisfactory taxonomy could be developed for describing and classifying the kinds of activities now taking place in the name of career education, the movement could be better analyzed and more fully understood.

Potential Uses Of A Taxonomy For Career Education

There are five possible uses for a carefully-developed, systematically-tested taxonomy of career education:

1. It could supply a standard set of descriptors so that local projects could be analyzed, described, compared, contrasted, and summarized. At present, there are few widely-accepted definitions of the major concepts which underlie the movement. This presents some difficulties in studying and discussing what is happening.

2. Given sufficient detailed information about a representative cross-section of career education projects, a good taxonomy could be used to map the movement to date. Such a map would have the advantage of revealing which pathways are being explored and which are not, how much overlap and how much differentiation there is among projects, whether certain regions of the country and certain groups of students were being better served than others, and so on.

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*Appendix A contains an excellent brief review of the movement written by the staff of the USOE Office of Career Education.

3. The taxonomy could be used to generate a systematic set of program ideas. That is, time could be deliberately put into thinking up new programs in areas where little is now happening or alternative programs for areas in which a great deal is now happening but might lack variety and imagination.

4. Because the taxonomy could be used to generate a set of distinctive choices, it might also be used to help frame the debate about what choices should be made. Certainly it would offer clear evidence as to the kinds of activities which schools find popular and feasible. The debate, of course, need not be resolved in favor of widely-used activities.

5. If the first four activities could be accomplished through the creation and application of a good taxonomy, legislative bodies at local, state, and Federal levels could draw useful policy guidance from the result. They could base their deliberations on a firm sense of what career education is attempting and some suggestions as to what it is likely to accomplish.

Volume I in this series is a report of a first attempt to develop a taxonomy of career education that might be used in these ways.

Developing An Initial Taxonomy

The contract between USOE and Policy Studies in Education encompassing the work reported here envisioned a well-developed classification system which would be tested during development by the application of information about a number of specific career education projects. As the work proceeded, it seemed to both parties that a substantial amount of information would need to be gathered and recorded about career education before a satisfactory taxonomy could be fully developed. For that reason, the emphasis shifted from the taxonomy as the primary product to a comprehensive set of career education project profiles as the primary product. Accordingly, the more than 200 PROFILES which appear in Volumes II, III, and IV, of this four-volume series are the principal yield of the contracted activity. Work on the Taxonomy itself has proceeded in parallel to work on the PROFILES but it has been a secondary effort.

Thus the Taxonomy presented in this volume must be looked upon as an initial effort rather than as a finished product.

During its development, the Taxonomy was tested and modified by using it to organize and summarize data about 72 career education projects which are a broadly representative sample of what is happening in elementary and secondary schools nationwide. The 72 projects selected for testing the Taxonomy were the 72 represented at the first seven Mini-Conferences. They were chosen because data about them were collected through direct interviews conducted by the PSE staff. The 72 projects can be considered fully representative of the more than 250 invited because the method used by USOE to select projects for each Mini-Conference--including the first seven--deliberately created a cross-section of the nation at each session to maximize the cross-fertilizaton of ideas among participants. Thus each of the 20 conferences had representatives from large and small, rich and poor, rural and urban, and beginning and mature projects. This diversity is reflected in the data about these projects appearing in Section II: Patterns Of Activity.

The outline for the Taxonomy was developed through the successive creation and refinement of items for the set of interview guides* used by the PSE staff to write the PROFILES for 217 (all those supplying data) of the more than 250 projects represented at the Mini-Conferences. Creating the outline for the Taxonomy improved the data gathering instruments; gathering data with the instruments in turn improved the outline. The effect of carrying out these two activities simultaneously during the summer and fall of 1974 was to improve both. The fruits of that double effort appear below in Section I: Taxonomy and in Section II: Patterns Of Activity.

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*Appendix B contains the three interview guides used by PSE.

Section I: Taxonomy

The Taxonomy presently consists of what PSE has tentatively chosen to designate by the terms "topics, dimensions, measures, and descriptors". These terms refer to levels of abstraction in the outline. They may or may not continue to prove useful. The example below will serve as a substitute for a formal definition of the terms pending further work with them.

I. TOPIC	I. SCHOOL DISTRICT
A. Dimension	A. Location
1. Measure	1. Geographic Region
a. Descriptor	a. Northeast

The major topics and dimensions in the current version of the taxonomic outline are listed below and on the following page.

I. SCHOOL DISTRICT
   A. Location
   B. Demographic Characteristics
   C. Size

II. CAREER EDUCATION PROJECT
   A. Duration
   B. Financing
   C. Grades and Schools Served
   D. Staffing
   E. Training

III. CAREER EDUCATION INSTRUCTIONAL PROGRAM
  A. Goals
  B. Curriculum
  C. Instructional Staff
  D. Students
  E. Methods
  F. Materials
  G. Schedule
  H. Facilities
  I. Use of Community
  J. Advice from Community
  K. Information for Community

IV. EVALUATION OF CAREER EDUCATION PROJECT AND/OR SCHOOL INSTRUCTIONAL PROGRAM
  A. Type of Evaluation
  B. Project Activities Evaluated
  C. Instructional Program Activities Evaluated
  D. Data Sources
  E. Data Collection Techniques

In the full outline which appears in Section I: Taxonomy later in this volume, some of the descriptors appear as "place holder" categories (*e.g.*, low, medium, high). In most other cases the descriptors appear as actual data intervals or discrete categories on the relevant measure. The user of the outline can substitute actual categories or data intervals for the place holder variables and/or for the specific categories and data intervals offered in the outline.

Limitations Of The Taxonomy The fundamental limitation in the Taxonomy lies in the fact that it was constructed to describe career education projects conducted in public school districts operating grades K-12. Career education projects sponsored by other types of institutions providing education at other age and grade levels were not included in the body of data for which the Taxonomy was developed.

Since the Taxonomy is wrapped closely around the data available to be classified, it is particularly suitable for career education projects operated in public school districts. It is less suitable for other kinds of career education projects. An attempt to use the Taxonomy as a classification and descriptive scheme for other kinds of career education projects--such as those located in higher education institutions, those operated by employers, or those conducted by labor unions--will immediately reveal its limits.

Ideally, a classification system will consist of catergories that are comprehensive (a place for everything) and mutually exclusive (only one place for any particular thing). The career education Taxonomy in this volume has neither of those desirable characteristics. It does not contain enough topics, dimensions, measures, and descriptors to exhaust the possibilities in characterizing career education projects. Nor do its categories allow career education projects to be filed in only one slot on each measure. For example, there are no dimensions on which to characterize the professional staff in a school district. For example, a career education project can describe itself with every one of the descriptors of teaching methods emphasized since the career education staff may give special attention to each one. There is a different reason for each of these two deficiencies. The first is that no one knows with absolute certainty what facets of a career education project are noteworthy because they will influence the successful implementation of the project or its effect on pupil learning. The second is that it has not been possible--and, indeed, may not be possible--to create an outline consisting solely of forced-choice alternatives so that a project falls into one and only one category on each measure. The overall result of this is that the Taxonomy in its present form can not be used to classify career education projects unambiguously. On the other hand, it does constitute a set of topics, dimensions, measures, and descriptors which can be quite useful in describing career education projects and identifying their major patterns of activity.

Section II: Patterns of Activity

Three different instruments were used in developing the PROFILES which appear in Volumes II, III, and IV. The first was used to collect data from 19 projects, the second from 53 projects, and the third from 145 projects. While the differences among the instruments were minor, the result was that certain information became available for 19 projects, a bit less for 53 projects, and a bit less for 145 projects.

In applying the Taxonomy to a number of projects in order to test it, the 19 projects for which data were gathered with the first instrument and the 53 for which data were gathered with the second instrument were chosen. These 72 projects supplied the data for the 68 charts which appear in Section II: Patterns of Activity. Most of the 68 charts are based on data for 72 projects. But a few of them--about 10--are based on data which was available only for the 19 projects. The distinction between the two data sources is not shown on the charts themselves.

Because the more than 250 projects represented at the Mini-Conferences are themselves a sample of all Comprehensive Career Education

Projects nationwide and because the 72 projects represent a sample of that sample, all statistics for the 72 projects were rounded off to the nearest 10 percent. Thus all statistics in the charts should be read as approximations. While the data are not precise, the sample of 72 projects is sufficiently representative of the more than 250 at the Mini-Conferences and those 250 are sufficiently representative of all Comprehensive Career Education Projects nationwide so that the major patterns displayed by the figures shown in the charts can be regarded as holding true for career education across the country.

Section I

TAXONOMY

Topics, Dimensions, Measures, and Descriptors in the Classification Outline

TAXONOMY

Topics, Dimensions, Measures, and Descriptors

I. SCHOOL DISTRICT

A. Location
  1. Geographic Region
     a. Northeast
     b. North Central
     c. South
     d. West

B. Demographic Characteristics
  1. Type of Community
     a. Rural
     b. Small Town
     c. Suburban
     d. Urban
  2. Ethnic Composition
     a. American Indian
     b. Black
     c. Mexican American
     d. Oriental
     e. Puerto Rican
     f. Spanish surname
     g. White
  3. Income Level
     a. under $5,000
     b. $5,000-9,999
     c. $10,000-14,999
     d. $15,000-19,999
     e. $20,000 or more
  4. Distribution of Occupations
     a. White collar workers
     b. Blue collar workers
     c. Farmers
     d. Welfare/itinerant/not regularly employed
  5. Annual Per Pupil Expenditure
     a. Low
     b. Medium
     c. High

C. Size
  1. Total Population
     a. Less than 2,500
     b. 2,500 - 9,999
     c. 10,000 - 24,999
     d. 25,000 - 99,999
     e. 100,000 - 499,999
     f. 500,000 - 999,999
     g. 1,000,000 or more

2. Number of Schools
    a. Low
    b. Medium
    c. High
3. Number of Staff
    a. Low
    b. Medium
    c. High
4. Number of Students
    a. Under 2,000
    b. 2,000 - 3,999
    c. 4,000 - 5,999
    d. 6,000 - 9,999
    e. 10,000 - 19,999
    f. 20,000 - 99,999
    g. 100,000 or more

II. CAREER EDUCATION PROJECT

A. Duration
  1. Past
    a. One year or less
    b. Two years
    c. Three years
    d. Four years
    e. Five years or more
  2. Future
    a. One year or less
    b. Two years
    c. Three years
    d. Four years
    e. Five years or more

B. Financing
  1. Revenue Sources
    a. Federal
    b. State
    c. Local
  2. Spending Pattern
    a. Project staff salary
    b. Compensation for school staff participation in training
    c. School staff training materials
    d. Curriculum materials for classroom use
    e. Consultants
    f. Travel
    g. Evaluation
    h. General office supplies

3. Project Budget as Percent of Total School Budget
   a. Low
   b. Medium
   c. High

C. Grades and Schools Served
   1. Grades Served
      a. K-3
      b. 4-6
      c. 7-9
      d. 10-12
      e. 13-14
      f. Adult
   2. Schools Served
      a. Elementary
      b. Middle
      c. Junior High
      d. Senior High
      e. Vocational

D. Staffing
   1. Number of Positions
      a. Full time
         1) None
         2) 1
         3) 2-3
         4) 4-5
         5) 6-9
         6) 10 or more
      b. Part time
         1) 0
         2) 1
         3) 2-3
         4) 4-5
         5) 6-9
         6) 10 or more
   2. Types of Positions
      a. Director/Coordinator
      b. Curriculum developer
      c. Staff developer
      d. Resource person
      e. Media specialist
      f. Guidance specialist
      g. Evaluator
   3. Backgrounds of Staff
      a. Education
         1) BA
         2) MA
         3) PhD

- b. Experience
  - 1) Low
  - 2) Medium
  - 3) High
- c. Previous position
  - 1) Administrator
  - 2) Teacher
  - 3) Counselor
  - 4) Area specialist
  - 5) Position outside education
- d. Former subject area if teacher
  - 1) Elementary self-contained classroom
  - 2) Art
  - 3) Business and office education
  - 4) Distributive education
  - 5) Driver education
  - 6) Foreign languages
  - 7) Health education
  - 8) Home economics
  - 9) Industrial arts
  - 10) Language arts/reading/English
  - 11) Mathematics
  - 12) Music
  - 13) Physical education
  - 14) Science
  - 15) Social studies
  - 16) Special education
  - 17) Trades and industry
  - 18) Vocational agriculture
- e. Previous Location
  - 1) Inside school district
  - 2) Outside school district

E. Training

- 1. Trainers
  - a. Project staff
  - b. School staff
  - c. State education department staff
  - d. Consultants
    - 1) From other school districts
    - 2) From higher education institutions
    - 3) From non-school organizations outside the school district
  - e. Employers
  - f. Union leaders
- 2. Trainees
  - a. Central office staffs
  - b. Principals
  - c. Teachers
  - d. Librarians

    - e. Guidance counselors
    - f. Community representatives
3. Content
    - a. Orientation to career education
    - b. World of work
    - c. Community resources available
    - d. Curriculum development
    - e. Materials selection
    - f. Teaching methods
4. Scheduling
    - a. Amount of time
        - 1) Less than 10 hours
        - 2) 10 hours or more
    - b. Period of time
        - 1) Before school
        - 2) During school
        - 3) After school
        - 4) Evenings
        - 5) Weekends
        - 6) Holidays
        - 7) Summers
5. Methods
    - a. Lectures
    - b. Workshops
    - c. Demonstrations
    - d. Self-instructional materials
    - e. Trips and visits
    - f. Group discussions with project staff
    - g. Individual conferences with project staff
6. Materials
    - a. Sources
        - 1) Locally developed
        - 2) Non-commercial (e.g. from other projects or from state education department)
        - 3) Commercially published
    - b. Types
        - 1) Professional materials
        - 2) Student materials
    - c. Medium
        - 1) Printed
        - 2) Audio-visual
7. Compensation
    - a. No compensation
    - b. Paid per session
    - c. Paid per product
    - d. Salary credit
    - e. College credit

III. CAREER EDUCATION INSTRUCTIONAL PROGRAM

A. Goals
  1. Goal Areas
    a. Work
    b. Leisure
    c. Citizenship
    d. Family
    e. Health
    f. Ethics
    g. Esthetics
    h. All areas
  2. Definition of Work
    a. Paid activity
    b. Unpaid activity
    c. Productive activity
    d. Unproductive activity
  3. Goals
    a. Improved academic performance
    b. Values clarification
    c. Self-awareness
    d. Decision-making skills
    e. Favorable attitude toward work
    f. Tentative career choice
    g. Salable skill
    h. Further education or employment immediately upon graduating
  4. Objectives
    a. Cognitive
    b. Affective
    c. Psychomotor
  5. Specificity of Goals and Objectives
    a. Broad
    b. Detailed
  6. Sources of Goals and Objectives
    a. Locally developed
    b. From career education projects in other local school districts
    c. From state education department
    d. From national publications

B. Curriculum
  1. Relation to General Education Curriculum
    a. Elementary
      1) Content
        a) Identical content
        b) Additional content
        c) Substitute content

- 2) Integration
  - a) Infused
    - 1 Into all subject fields
    - 2 Into some subject fields
  - b) Separate
    - 1 From all subject fields
    - 2 From some subject fields
- b. Secondary
  - 1) Content
    - a) Identical content
    - b) Additional content
    - c) Substitute content
  - 2) Integration
    - a) Infused
      - 1 Into all subject fields
      - 2 Into some subject fields
    - b) Separate
      - 1 From all subject fields
      - 2 From some subject fields
- 2. Relation to Vocational Education Curriculum
  - a. Precedes
  - b. Follows
  - c. Contains
  - d. Parallels
  - e. Replaces
  - f. Is an alternative

C. Instructional Staff
- 1. Types of Positions
  - a. Regular classroom teachers
  - b. Specially designated "career education" classroom teachers
  - c. Counselors
  - d. Librarians
  - e. Paraprofessionals
- 2. Extent of Participation
  - a. Elementary
  - b. Middle
  - c. Junior High
  - d. Senior High
  - e. Vocational

D. Students
- 1. Cognitive Characteristics
  - a. Gifted
  - b. Normal
  - c. Handicapped

2. Affective Characteristics
    a. Normal
    b. Disturbed
3. Psychomotor Characteristics
    a. Normal
    b. Handicapped
4. Socio-economic Level
    a. High
    b. Medium
    c. Low
5. Ethnic Background
    a. American Indian
    b. Black
    c. Mexican American
    d. Oriental
    e. Puerto Rican
    f. Spanish surname
    g. White
6. Post-secondary Plans
    a. Further education
    b. Immediate employment
    c. Other

E. Methods
    1. Grouping
        a. Individual
        b. Small group
        c. Large group
    2. Initiative
        a. Teacher directed
        b. Student directed
    3. Classroom Procedures
        a. Lecture
        b. Demonstration
        c. Recitation
        d. Discussion
        e. Simulation
        f. Student projects
        g. Hands-on experiences
        h. Testing and review
    4. Integration of Schooling and Working
        a. Involving workers and employers in the schools
        b. Involving students in work places

- F. Materials
  - 1. Sources
    - a. Externally-developed
      - 1) Non-commercial (e.g., from other projects or from state education department)
      - 2) Commercially published
    - b. Internally-developed
      - 1) Created by project staff
      - 2) Created by school staff
  - 2. Medium
    - a. Printed
    - b. Audio-visual
  - 3. Instructional Mode
    - a. Teacher mediated
    - b. Pupil mediated
  - 4. Currency
    - a. Developed before 1970
    - b. Developed after 1970
  - 5. Services from Project Staff
    - a. Develop curriculum guides or student materials
    - b. Identify or recommend curriculum guides or student materials
    - c. Purchase curriculum guides or student materials for the schools
    - d. Loan and circulate curriculum guides or student materials

- G. Schedule
  - 1. Before School
  - 2. During School
  - 3. After School
  - 4. Evenings
  - 5. Weekends
  - 6. Summers

- H. Facilities
  - 1. School
  - 2. Community
  - 3. Places of Employment

- I. Use of Community
  - 1. Resources Used
    - a. Community speakers
    - b. Community trips
    - c. Community materials
    - d. Student work sites
    - e. School staff work sites

2. Services from Project Staff
   - a. Produce catalog of community resources
   - b. Collect and deliver community resource materials to teachers
   - c. Arrange for use of community resources
   - d. Accompany teachers and students upon request

J. Advice from Community
1. Advisory Committee
   - a. Number of members
     - 1) 1-5
     - 2) 6-10
     - 3) 11-15
     - 4) 16-20
     - 5) more than 20
   - b. Composition
     - 1) Central office staff
     - 2) Principals
     - 3) Teachers
     - 4) Librarians
     - 5) Guidance counselors
     - 6) Parents
     - 7) Organizations/agency representatives
     - 8) Employers
     - 9) Union leaders
     - 10) General public

K. Information for Community
1. Public Information Within School District
   - a. Audiences
     - 1) Parents
     - 2) Civic groups
     - 3) Service clubs
     - 4) Employers
     - 5) Union leaders
   - b. Methods
     - 1) Speaking at meetings
     - 2) Using mass media
     - 3) Issuing newsletters
     - 4) Sponsoring visits
2. Disseminating Information Outside School District
   - a. Audiences
     - 1) To other career education projects
     - 2) To professional groups
   - b. Methods
     - 1) Speaking at meetings
     - 2) Using mass media
     - 3) Issuing newsletters
     - 4) Sponsoring visits

IV. EVALUATION OF CAREER EDUCATION PROJECT AND/OR SCHOOL INSTRUCTIONAL PROGRAM

A. Type of Evaluation
  1. External
    a. Private agency
    b. University
    c. Consultant
  2. Internal
    a. Member of project staff
    b. Member of school staff

B. Project Activities Evaluated
  1. Financing
  2. Grades and Schools Served
  3. Staffing
  4. Training
  5. Curriculum and Materials Services
  6. Using Community Resources
  7. Public Information Within the School District
  8. Disseminating Information Outside the School District

C. Instructional Program Activities Evaluated
  1. Acceptability of Career Education to
    a. School administrators
    b. Classroom teachers
    c. Guidance counselors
    d. Librarians
    e. Parents
    f. Employers
    g. Union leaders
    h. Students
  2. Implementation of Career Education
    a. Extent
    b. Quality
  3. Effect on Pupil Learning
    a. Effect of career curriculum
    b. Effect of regular curriculum

D. Data Sources
  1. Project staff
  2. School staff
  3. Students
  4. Community
  5. Project records
  6. Project products

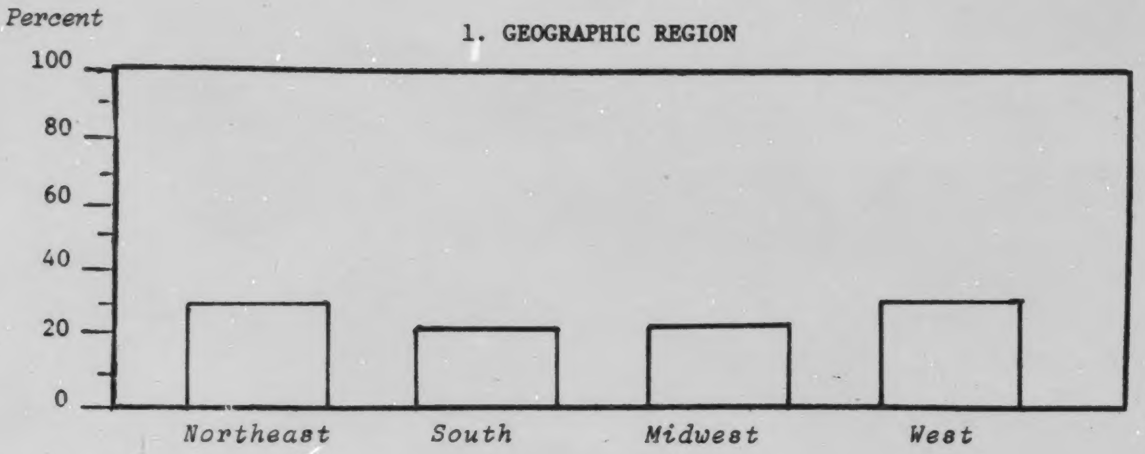
E. Data Collection Techniques
  1. Interviews
  2. Observations
  3. Questionnaires
  4. Review of documents

Section II

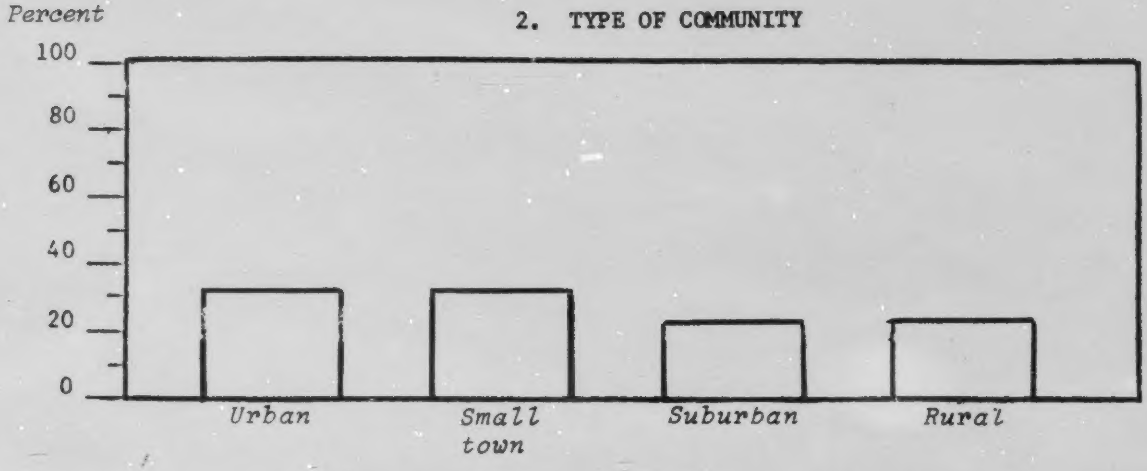
PATTERNS OF ACTIVITY

Applying the Taxonomy to a Representative Sample of Career Education Projects

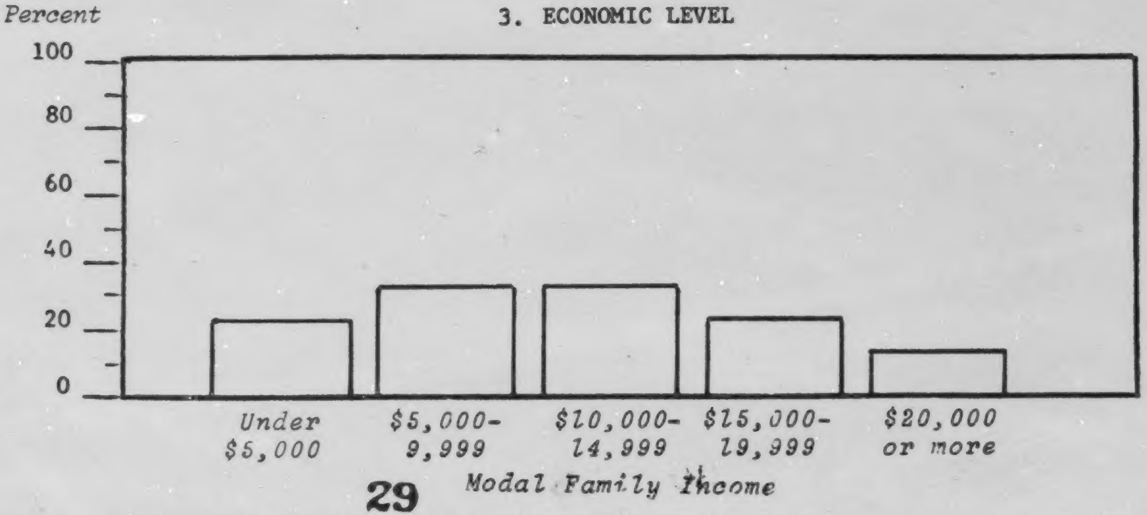
1. GEOGRAPHIC REGION



2. TYPE OF COMMUNITY



3. ECONOMIC LEVEL



I. SCHOOL DISTRICT

A. Location

1. GEOGRAPHIC REGION

Career education projects are spread across the United States approximately in proportion to population concentrations. Thus 60 percent of the projects are located in the populous Northeast and the populous West, where New York and California, respectively, account for 10 percent of the national population on either coast.

This pattern of distribution probably arises in large part because of the fact that Federal funds under the applicable statutes are allocated to the states on the basis of population. But it also appears to be true that there is a nationwide interest in career education, inasmuch as most of the funding sources used to support these projects could have been used for vocational education rather than for career education.

B. Demographic Setting

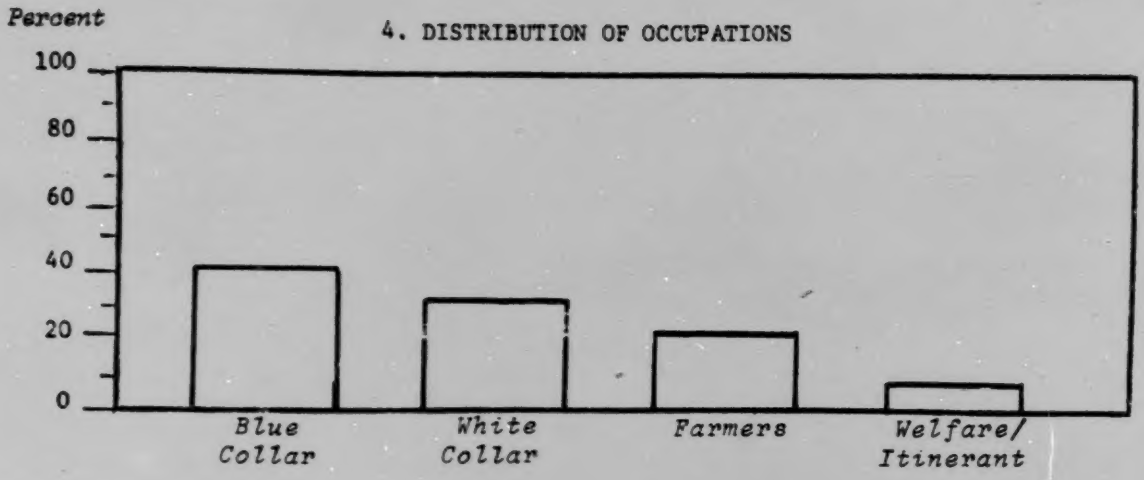
2. TYPE OF COMMUNITY

Career education is taking place in farming areas, in small towns, in suburban communities, and in the nation's largest cities.

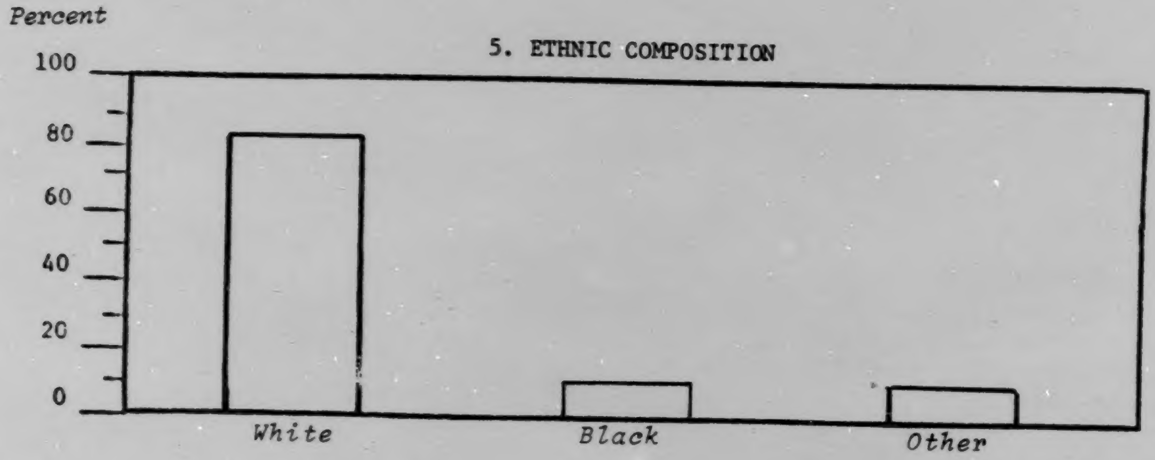
The distribution of the projects does not appear to parallel the distribution of the nation's population. Instead, it appears to parallel the characteristics of the nation's approximately 17,000 school districts. This pattern may arise from the fact that most of the Federal funds available for career education are administered by state education departments, which customarily try to serve all kinds of school districts within their boundaries even-handedly.

3. ECONOMIC LEVEL

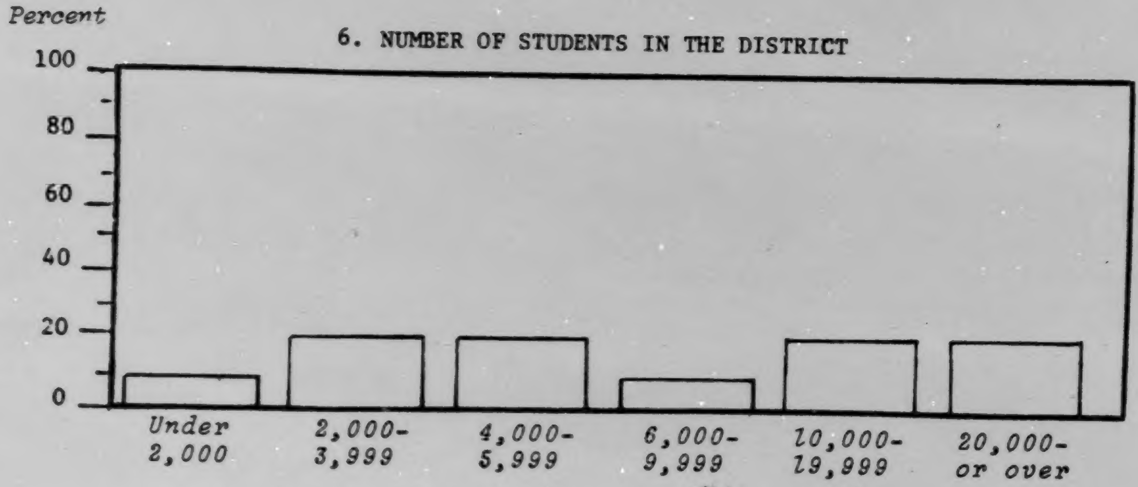
The distribution of family income appears to parallel closely the national pattern. The under-representation of wealthier suburbs is offset by the under-representation of low-income city dwellers.



4. DISTRIBUTION OF OCCUPATIONS



5. ETHNIC COMPOSITION



6. NUMBER OF STUDENTS IN THE DISTRICT

4. DISTRIBUTION OF OCCUPATIONS

The distribution of occupations in the communities served by career education projects seems to be in keeping with the earlier observation that the projects occur in a cross-section of the nation's approximately 17,000 school districts. That is, the projects occur more often in farming areas and in small towns and less often in suburban communities and large cities than the distribution of the nation's population would predict. It follows that farmers and blue collar workers appear to be somewhat over-represented while white collar workers are somewhat under-represented.

5. ETHNIC COMPOSITION

The students in the schools served by career education projects are predominantly white, with blacks being the largest single minority group. Blacks and other minorities appear to be somewhat under-represented in the school districts served by career education. This is in keeping with the apparent under-representation of urban and suburban school districts, as indicated above. The reasons are perhaps the same in both cases.

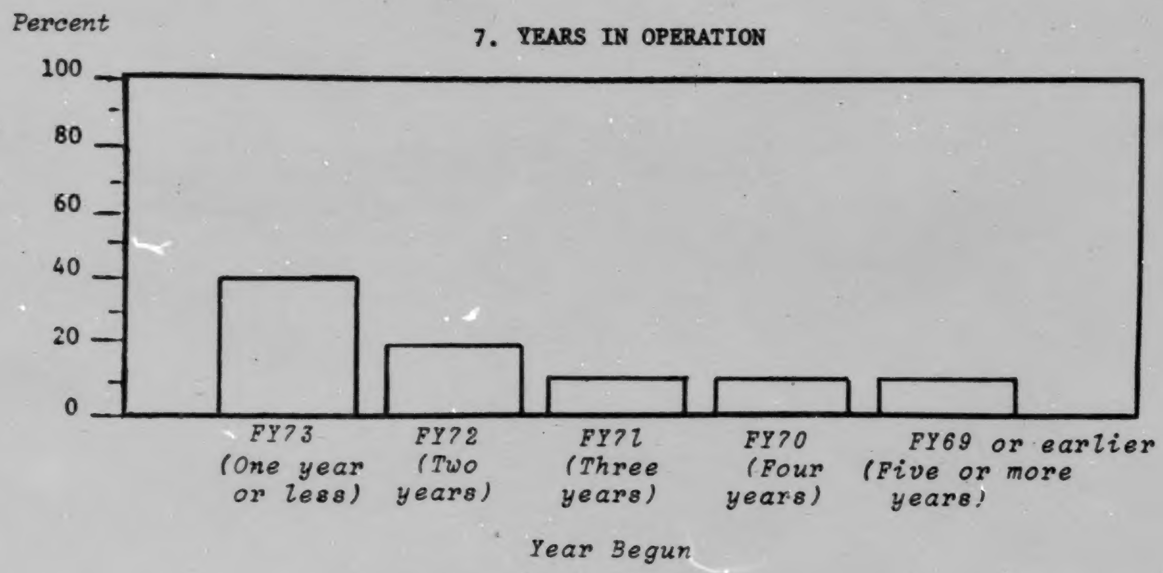
C. Size

6. NUMBER OF STUDENTS IN THE DISTRICT

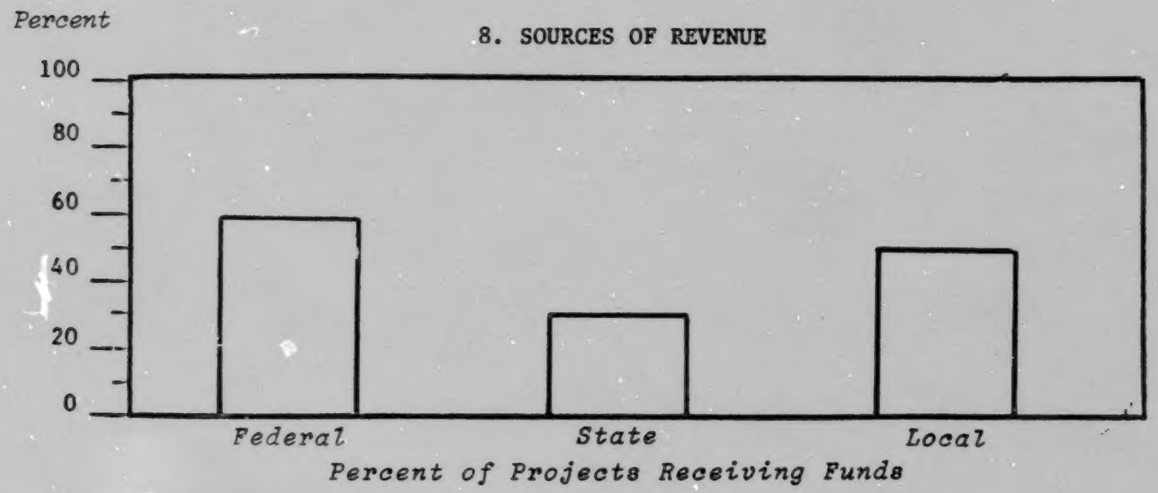
Career education is being conducted in small school districts, medium-sized districts, and very large districts. Projects are distributed fairly evenly from districts with less than 2,000 to districts with more than 20,000 students.

Some projects are conducted in county-sized "intermediate" school districts which provide services to 5, 25, 50, or more school districts. Such projects were classified according to the number of students enrolled in the member school districts served by the intermediate unit. Their existence raises the number of projects in the categories 10,000-19,999 and 20,000 or over beyond what they would have been otherwise.

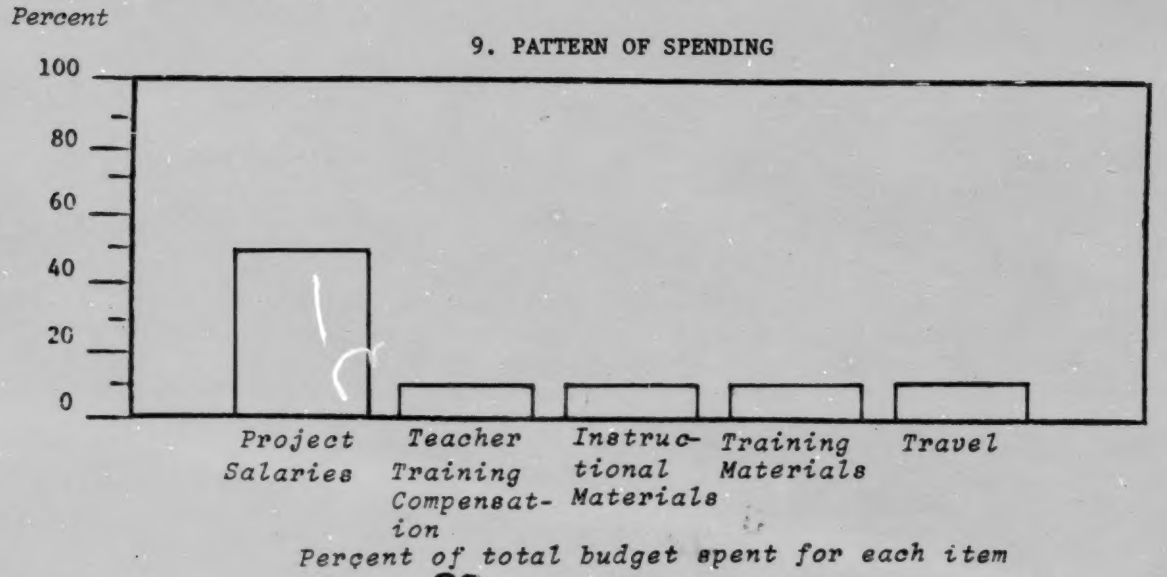
7. YEARS IN OPERATION



8. SOURCES OF REVENUE



9. PATTERN OF SPENDING



II. CAREER EDUCATION PROJECT

A. Years in Operation

7. YEARS IN OPERATION

Career education is a new movement. Most of the projects are in their first or second year of operation. Only 30 percent have been in existence for three years or more. The relatively rapid growth of career education is suggested by the chart. Almost as many projects were begun in FY73 as in the previous four fiscal years combined.

B. Financing

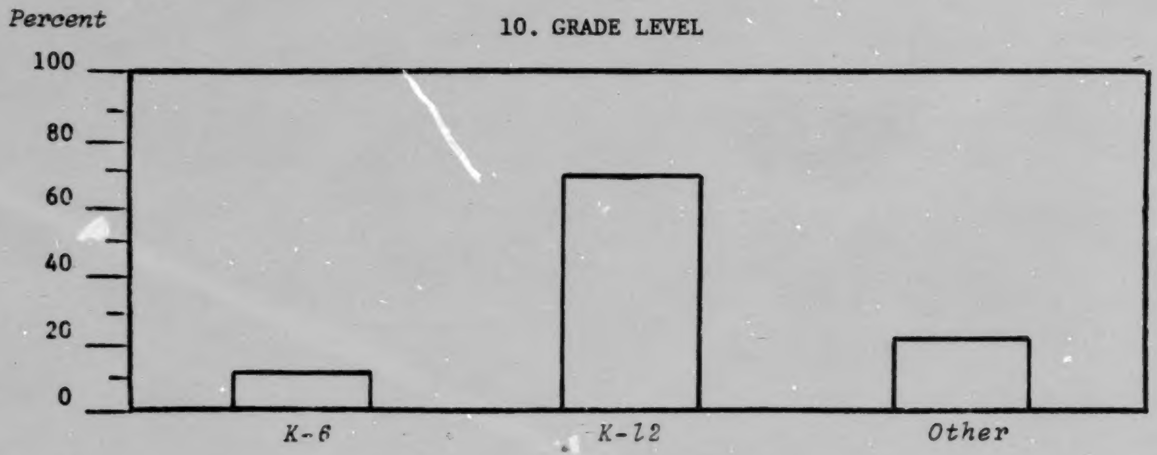
8. SOURCES OF REVENUE

While 60 percent of the projects report receiving Federal funds, only 30 percent report receiving state funds. The state figure is probably greatly inflated inasmuch as the local project directors supplying this information often mistake state-administered Federal funds for state funds. Most states do not supply earmarked financial support for career education at present. Moreover, the local revenue sources cited often amount to little more than office space for the career education project staff and parts of the salaries of school personnel through whom they work, such as guidance counselors. In short, despite the fairly balanced distribution of revenue sources shown by the chart, Federal sources are currently supplying most of the funds fueling the career education movement.

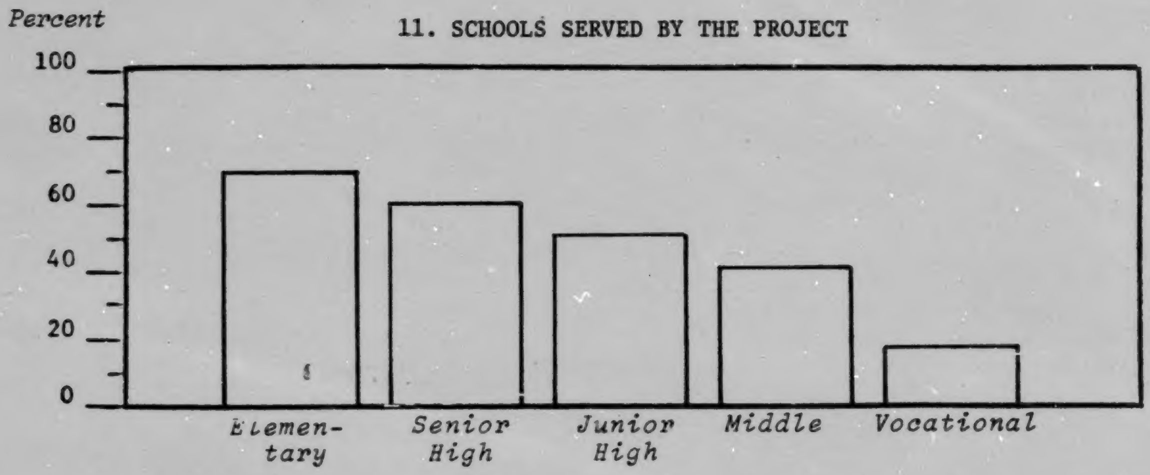
9. PATTERN OF SPENDING

About half of the typical career education budget goes into staff salaries. The remainder is spread over purchasing teacher training materials, paying teachers to be trained, buying instructional materials for students, and paying for project staff travel. It seems apparent from this spending pattern that career education monies are not being used to substitute for the normal expenses of operating regular school programs.

10. GRADE LEVEL

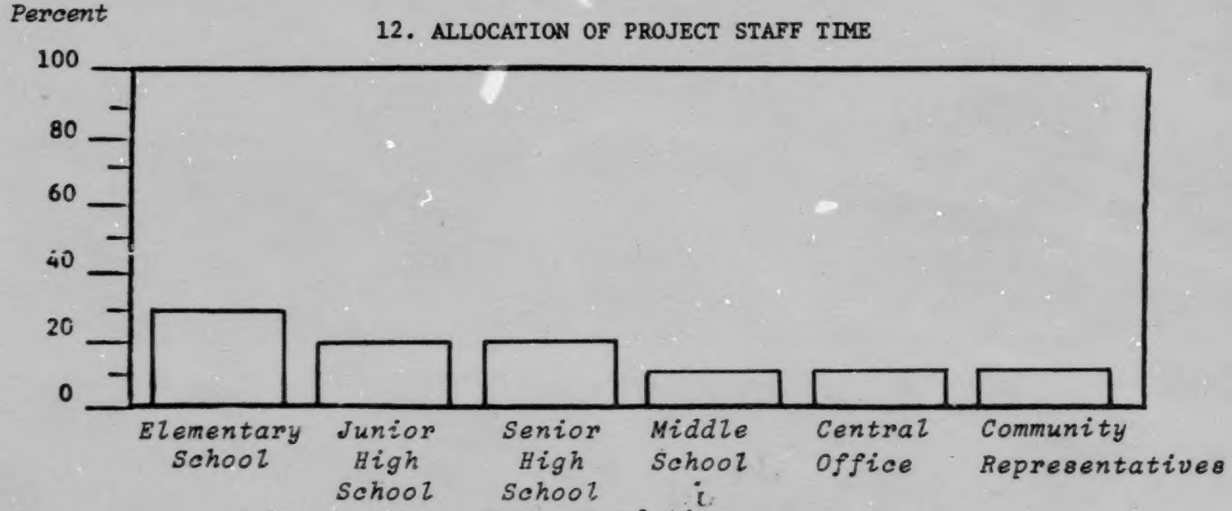


11. SCHOOLS SERVED BY THE PROJECT



Percent of schools served

12. ALLOCATION OF PROJECT STAFF TIME



Percent of time

C. Grades and Schools Served

10. GRADE LEVEL

The fact that most projects are addressed to grades K-12 is in keeping with the fact that almost all of those analyzed are what the USOE Office of Career Education calls Comprehensive Career Education Projects (see Appendix A).

Moreover, two other possibly decisive influences are at work. One is the fact that career education is comprehensive in its philosophy and goals: it is for students of all ages. Moreover, its full objectives presumably cannot be accomplished unless it is used to produce a cumulative effect. A second is the fact that the projects are sponsored by public school districts, most of which operate K-12 programs. For example, no two-year or four-year or graduate higher education institutions were invited to attend the 20 Career Education Mini-Conferences in Washington, D.C. in the summer of 1974. Thus career education projects in higher education institutions do not appear in the chart.

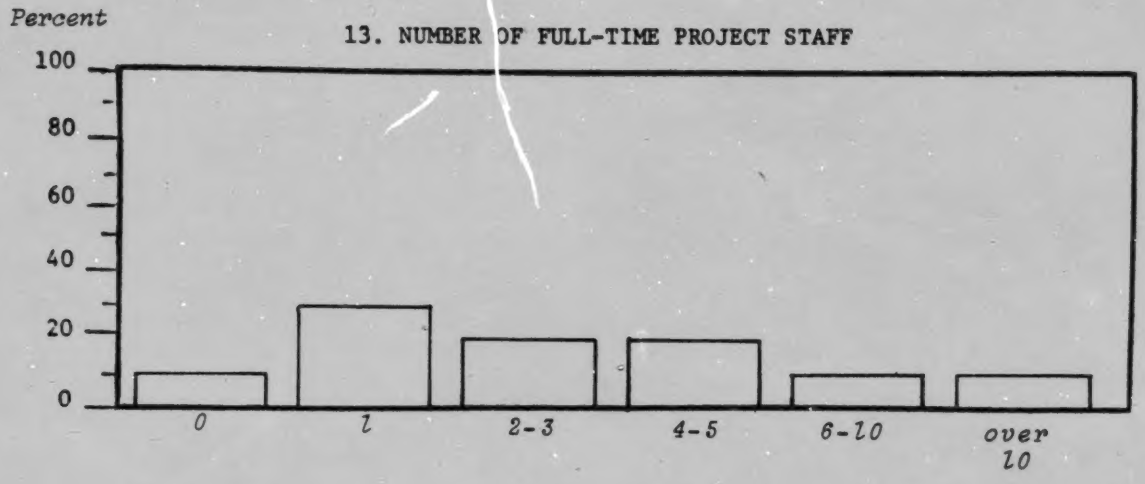
11. SCHOOLS SERVED BY THE PROJECT

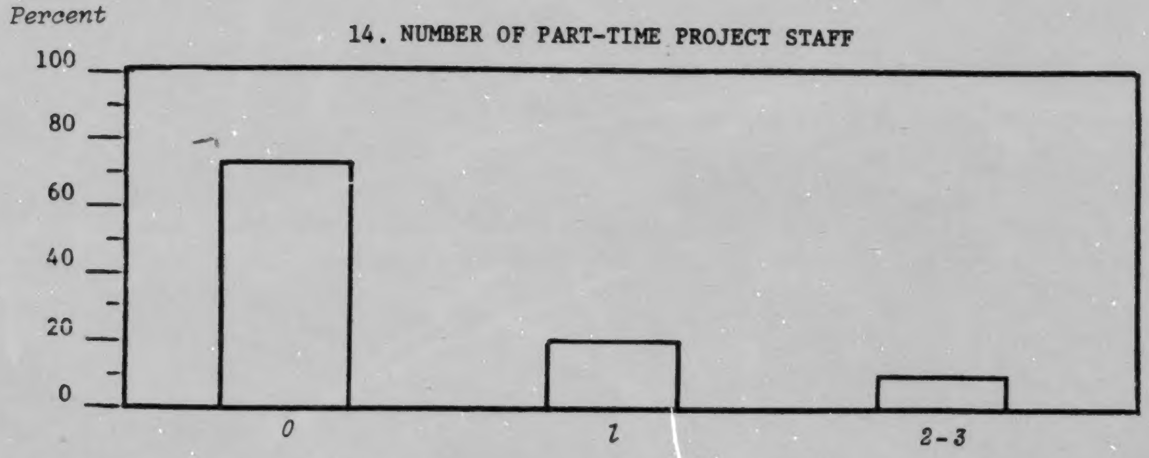
Career education projects tend to serve elementary, senior high, junior high, middle, and vocational schools in that order. While this may reflect selectivity on the part of the project, it seems more likely to reflect the distribution of such schools in the public school districts sponsoring the projects. That is, the order seems to parallel the actual count of such schools. This is yet another index of the comprehensiveness of these K-12 projects.

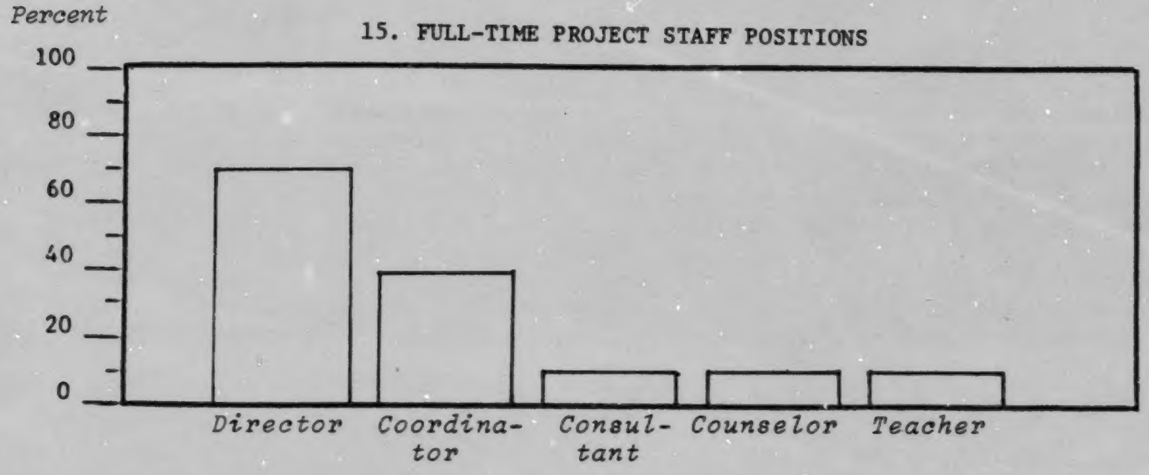
12. ALLOCATION OF PROJECT STAFF TIME

As in the selection of schools to be served by the project, the allocation of project staff time appears to parallel the actual count of schools at various grade levels. That is, there are more elementary schools than high schools, more high schools than middle schools, and so on. Again, the comprehensiveness of the projects is evidenced by the chart.

It is noteworthy that the staff spends its time with teachers, counselors, librarians, and school principals rather than with the central office staff of superintendents, buisness managers, and curriculum coordinators or with community representatives.


13. NUMBER OF FULL-TIME PROJECT STAFF


14. NUMBER OF PART-TIME PROJECT STAFF


15. FULL-TIME PROJECT STAFF POSITIONS

D. Staffing

13. NUMBER OF FULL-TIME PROJECT STAFF

Most projects have from one to five full-time staff members. At the extremes, 10 percent of the projects have no full-time staff and 10 percent have more than 10 full-time staff. An occasional very large project reported having over 25 full-time staff members.

Given the fact that most projects cover grades K-12 and serve about half the schools in districts averaging 10,000 students, project staffs averaging about four full-time persons have a heavy responsibility.

14. NUMBER OF PART-TIME PROJECT STAFF

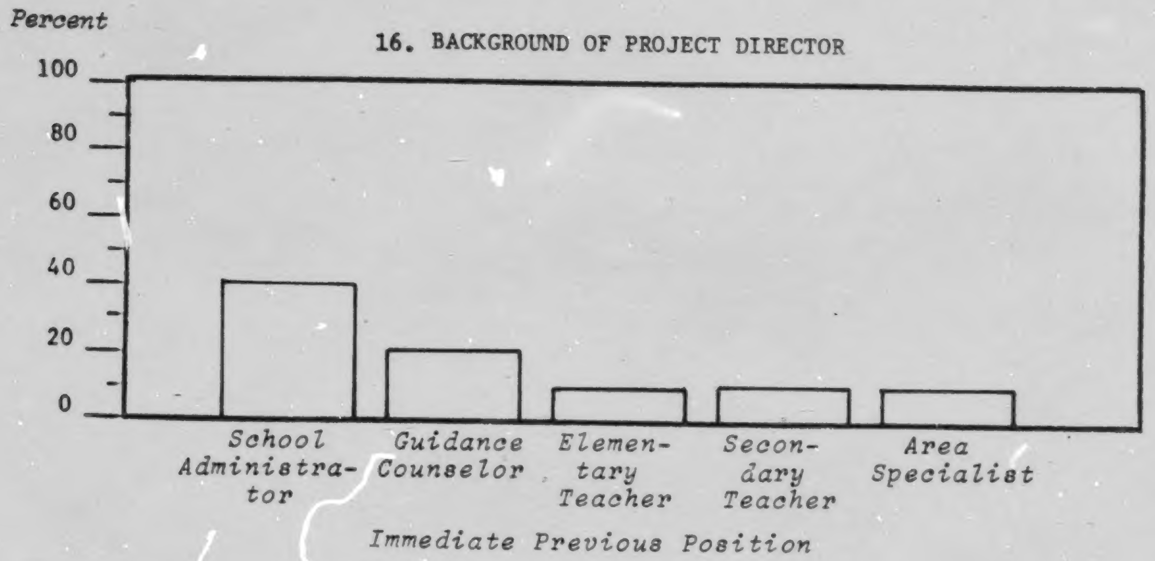
Most projects do not employ any part-time staff. The few that do employ from one to three people. While there would seem to be many advantages to having part-time staff who divide their time between career education and other work in the schools or the community, the administrative convenience of having full-time persons who are always available when needed may be greater in the minds of project directors.

15. FULL-TIME PROJECT STAFF POSITIONS

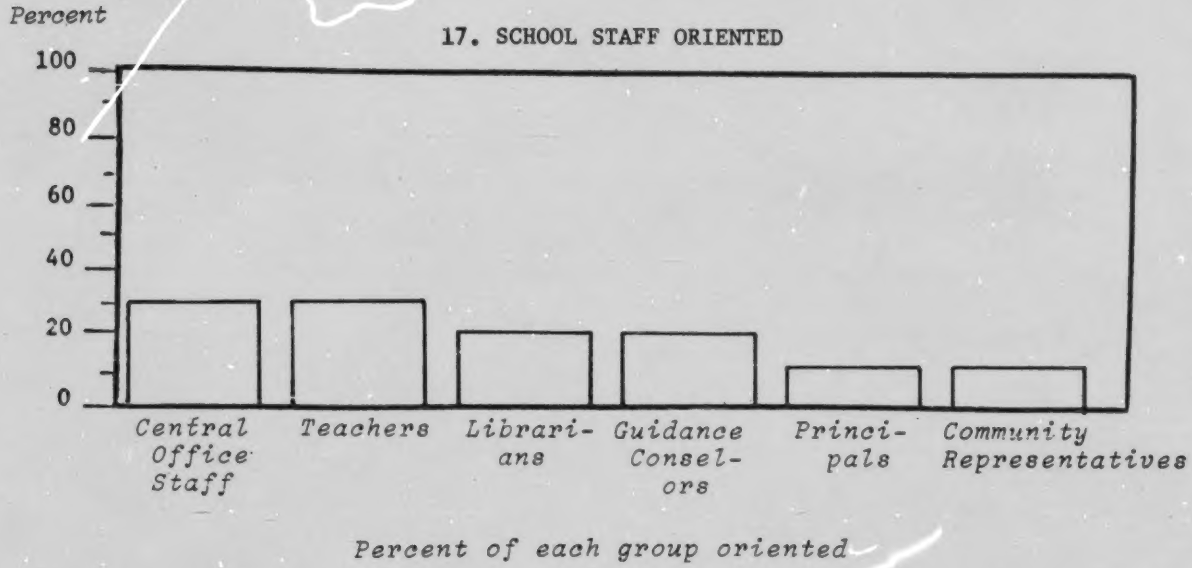
Many career education projects are staffed by one full-time person, who directs the project, supervises any part-time staff, and supplies training and other direct services to school counselors, librarians, teachers, and administrators. (Some school districts use the term "coordinator" to designate the project director.)

A minority of projects have other full-time positions filled by consultants, counselors, or teachers who have been appointed to the project staff.

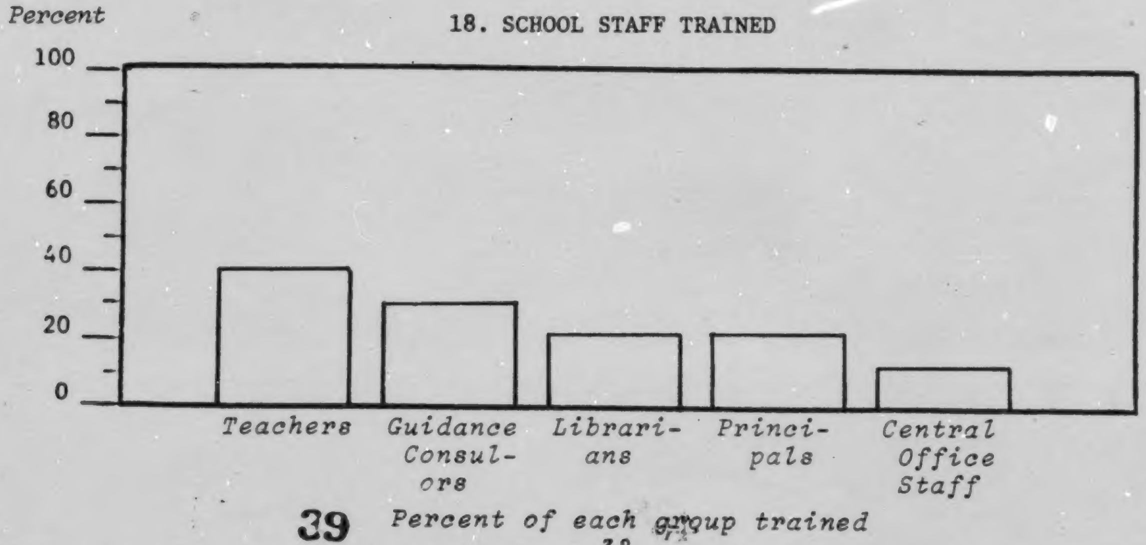
16. BACKGROUND OF PROJECT DIRECTOR



17. SCHOOL STAFF ORIENTED



18. SCHOOL STAFF TRAINED



16. BACKGROUND OF PROJECT DIRECTOR

Project directors are more likely to have held former positions as school administrators than any other previous position. The next most likely previous position is that of guidance counselor. It would appear that the administrative and coordinating responsibilities of project leaders--even though the entire career education staff may consist of one full-time person--makes previous administrators prime candidates for the job.

E. Training

17. SCHOOL STAFF ORIENTED

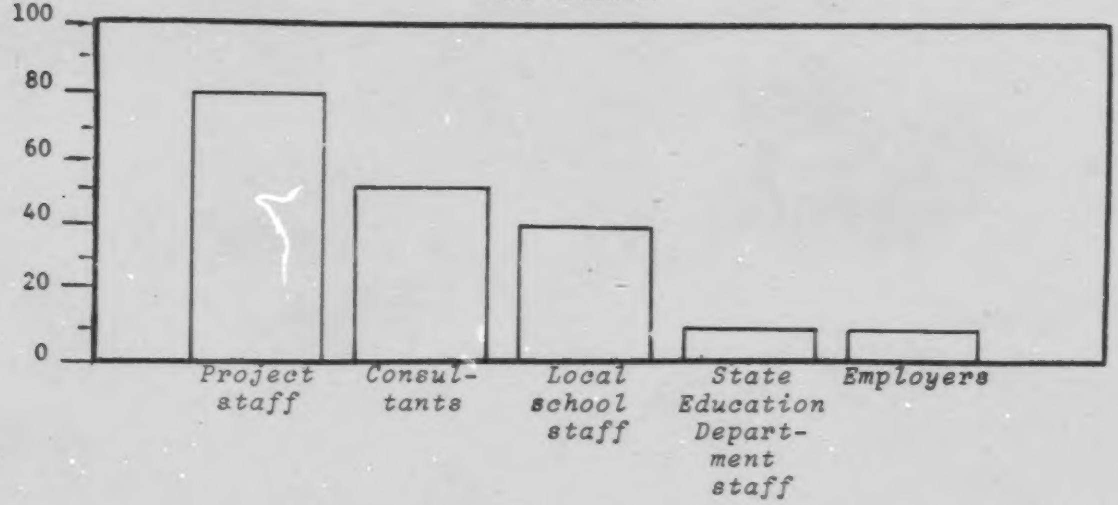
Project directors were asked what percent of the school staff had been oriented to career education. The purpose of the question was to find out not to what staff the project was addressed, but what proportion had actually been reached. (A similar question about the percent of staff trained appears below.)

Project directors evidently consider the orientation of central office administrators to be as important as the orientation of classroom teachers. The key roles expected of librarians and guidance counselors is also indicated by the percent of those professionals oriented by the project. The low ranking of school building principals on the chart appears to be a possible misreading by career education project directors of the pivotal role that school building principals play in instruction. Even principals who attend to administrative rather than instructional matters in their schools can, by their passivity toward a new instructional effort, have a decided influence on it.

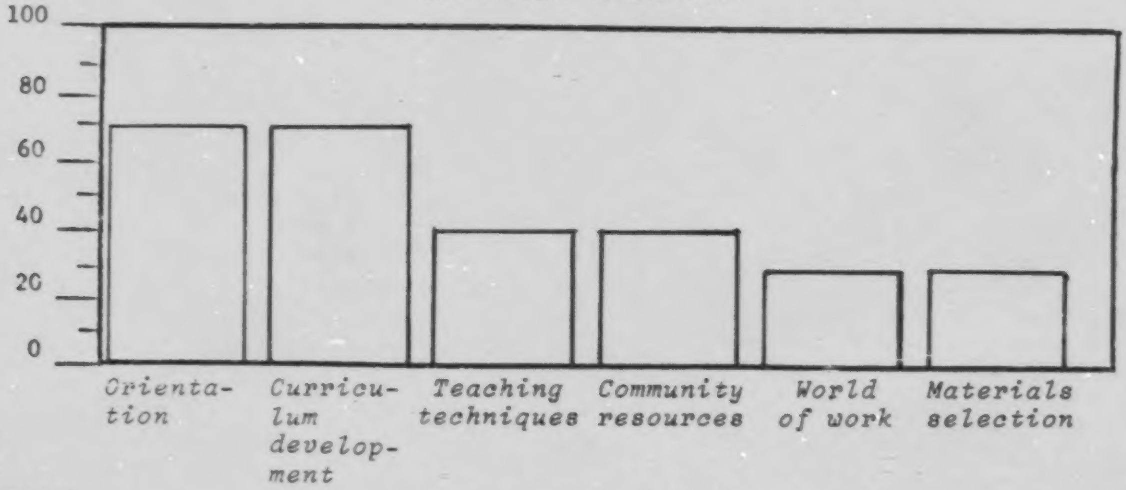
18. SCHOOL STAFF TRAINED

Training is a more intensive activity than orientation and is presumably most needed by classroom teachers and others who must actually carry out career education from day to day. The chart indicates that project directors have reached a higher percent of teachers than any other professional group, followed by guidance counselors and then by librarians and principals. The fact that project personnel have oriented 30 percent of the central office staff to career education (see previous chart) but have trained only 10 percent of the central office staff may suggest that the project staff believes that central office administrators do not have an intensive role to play in career education. Or it may suggest that the general administrative skills of central office administrators are already adequate to direct and support career education. This is probably true for programs that do not depart radically from the traditional methods, materials, staff, time, and place of instruction. As other charts in this series demonstrate, career education has not made such radical departures up to the present time. If it does so in the future, the training of central office administrators may become imperative.

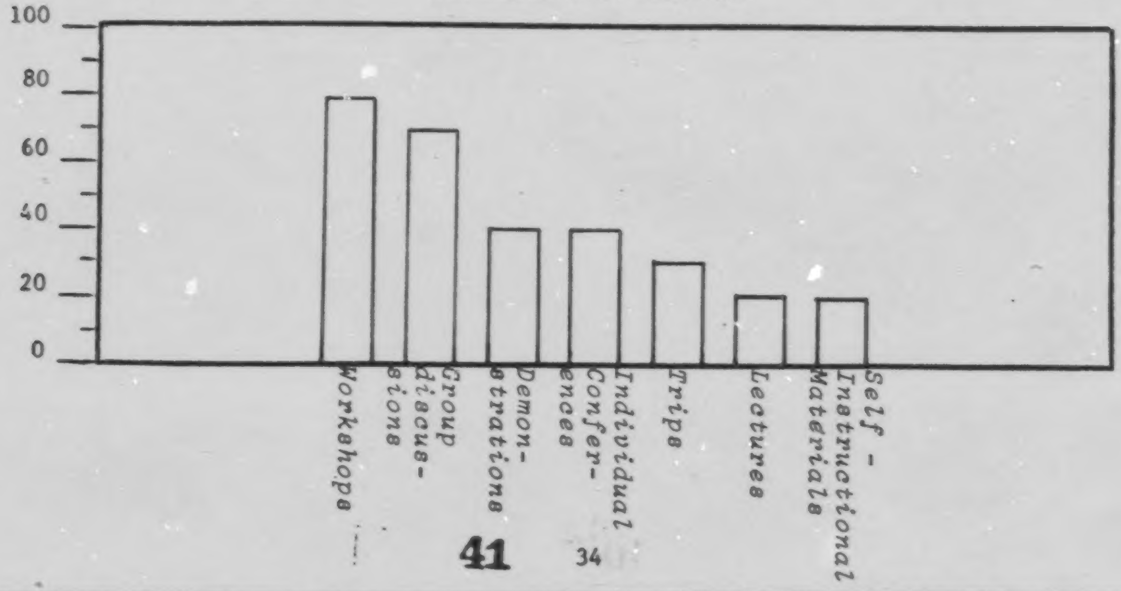
19. TRAINERS



20. CONTENT OF TRAINING



21. METHODS OF TRAINING



19. TRAINERS

While most projects engage the project staff itself in orienting and training administrators and teachers, at least half the projects reach outside the school district to bring in consultants--usually from universities and occasionally from state education departments. After a project has been in operation for a year or so, the administators and teachers who have been trained and participated in the project assist in training other administrators and teachers. Another very common form of training is courses designed and taught by college faculty, offered either on college campuses or in local school districts, sometimes as regular courses and sometimes as extension courses.

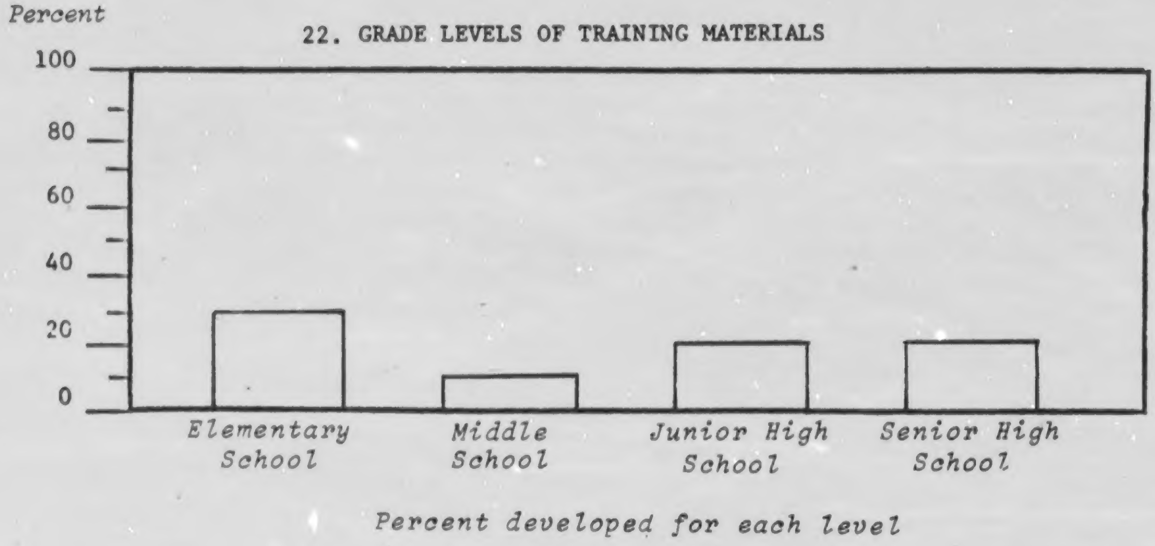
20. CONTENT OF TRAINING

Introducing career education usually requires orienting school staff to the concepts involved and assisting them in developing curricula for teaching those concepts. Less often, they need help with teaching techniques, locating community resources, understanding the world of work, and selecting instructional materials. These observations, supported by the data on the chart, suggest that most teachers already have command of the teaching techniques needed for career education and can identify community resources and select materials once they are oriented and trained in how to modify the content of what they are teaching to incorporate career concepts.

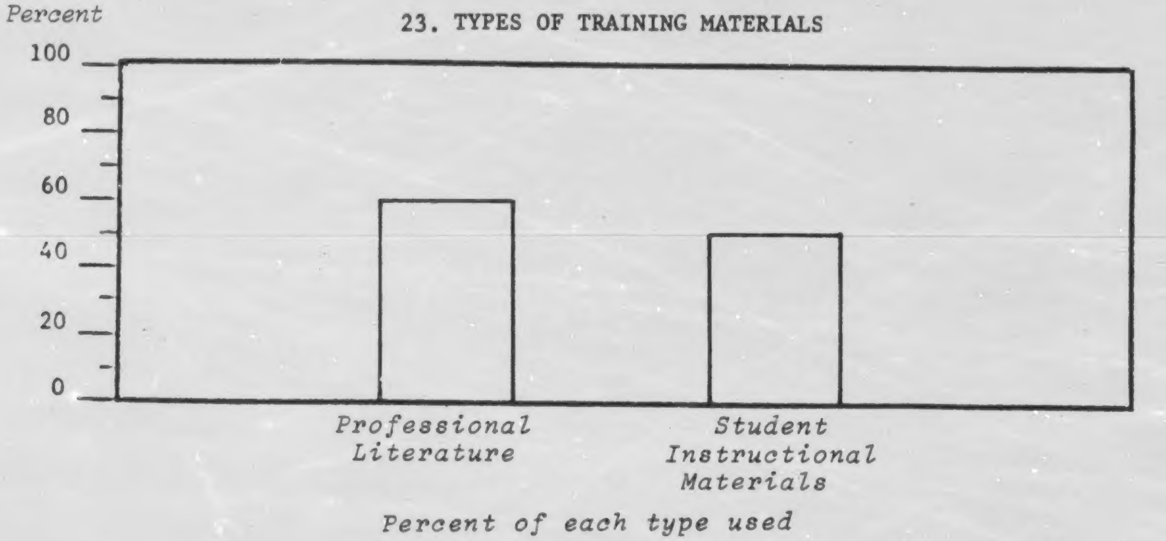
21. METHODS OF TRAINING

The most-favored methods of training--workshops and group discussions--are in keeping with the choice of curriculum development and orientation as the most-favored content of training. Workshops are the natural training procedure to assist teachers with curriculum development; teachers create plans and materials during the workshop for use in their classrooms. Similarly, group discussions are a natural, informal, easily-scheduled arrangement for orienting administrators and teachers to career education.

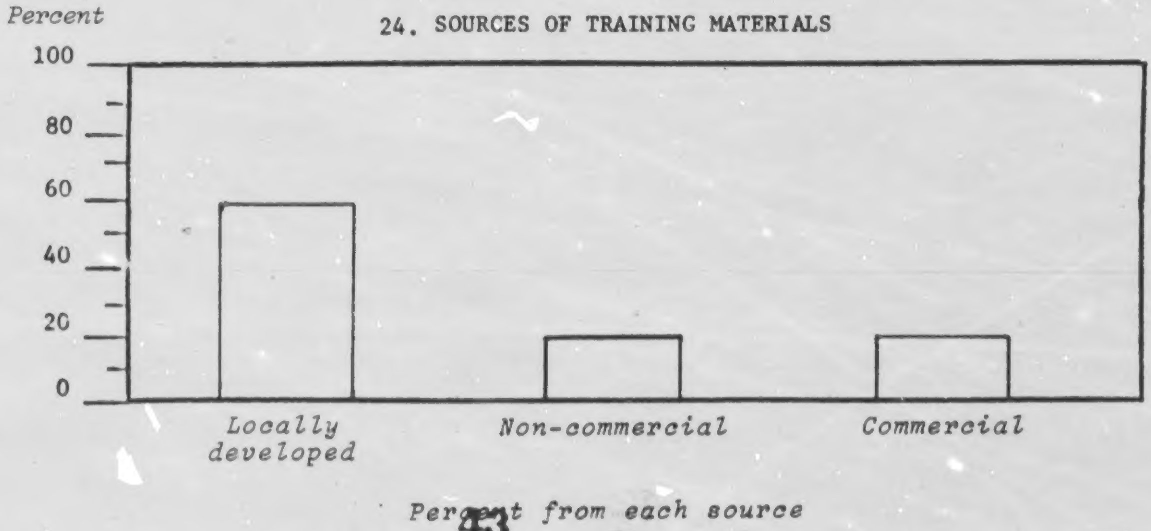
22. GRADE LEVELS OF TRAINING MATERIALS



23. TYPES OF TRAINING MATERIALS



24. SOURCES OF TRAINING MATERIALS



22. GRADE LEVELS OF TRAINING MATERIALS

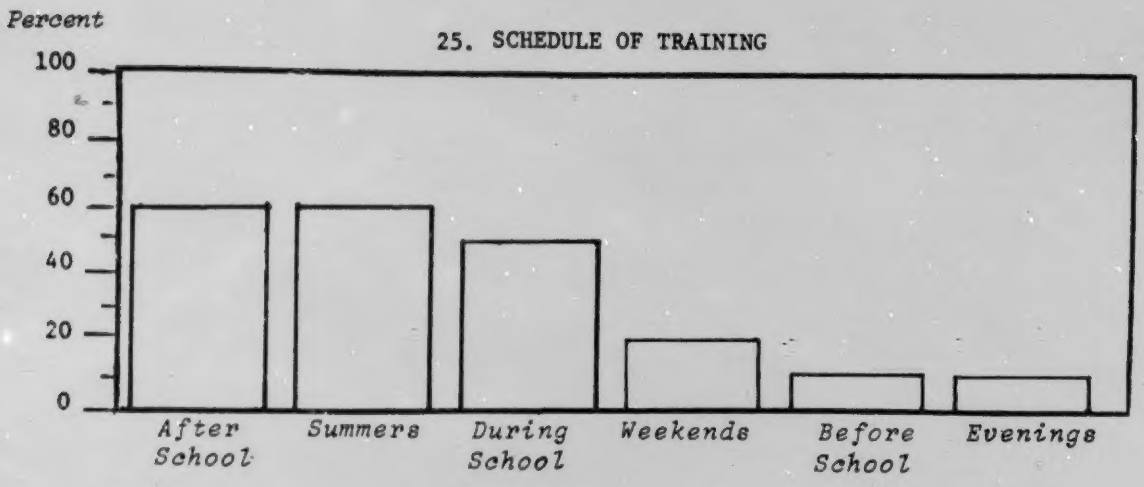
The chart suggests that project staff have found it equally necessary to develop materials for training elementary teachers, middle teachers, junior high teachers, and senior high teachers. This would indicate that the content, teaching methods, and materials for career education differ sufficiently from the regular program at all grade levels to justify the creation of special training materials to explain and illustrate those differences.

23. TYPES OF TRAINING MATERIALS

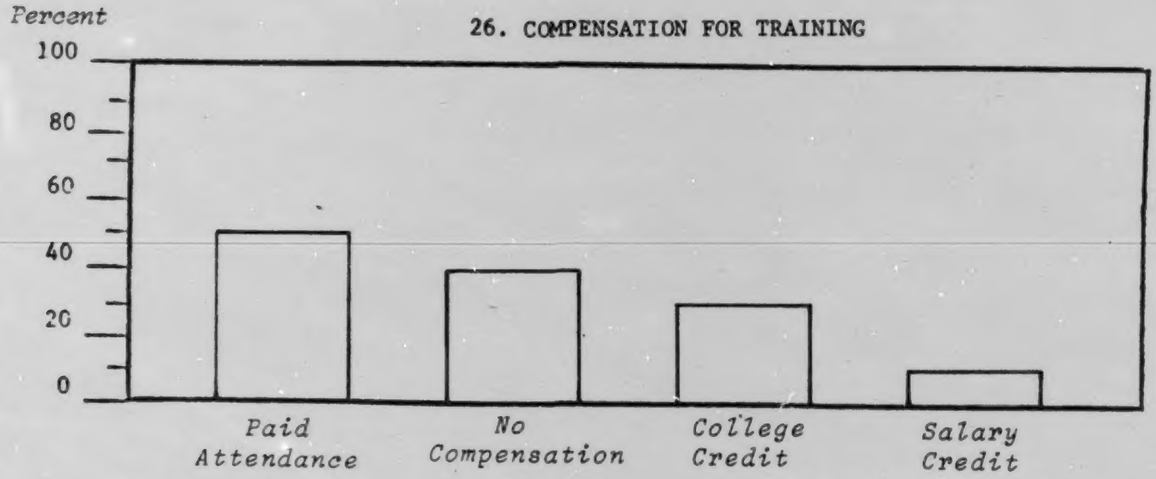
When they are training teachers, counselors, and librarians, career education specialists are almost as likely to use student materials as professional literature. This seems to be a realistic recognition that general books and articles about career education, curriculum guides, and even teachers' guides need to be supplemented by actual copies of the print and non-print materials teachers will be using in their classrooms with their students. Otherwise, teachers may have difficulty in translating their training into daily classroom practice.

24. SOURCES OF TRAINING MATERIALS

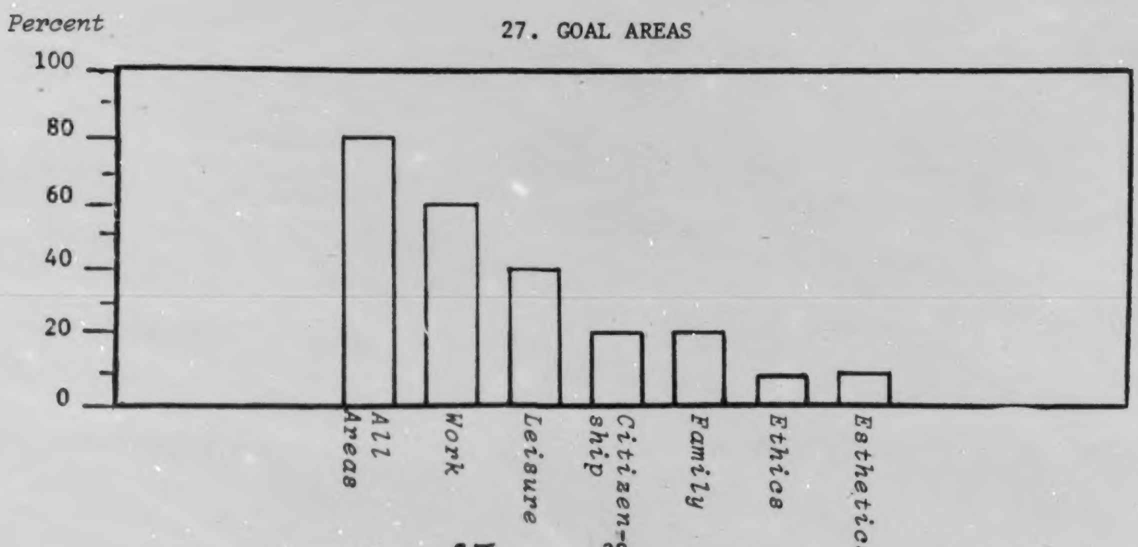
One of the ways local career education staffs spend their time is in developing training materials for teachers. Because the training frequently involves acquainting teachers with community resources (potential trips, available speakers, etc.) special lists of such resources are often created by project staffs for use in training sessions. But the 60 percent for locally-developed training material is perhaps somewhat inflated by the fact that when commercial or non-commercial materials are used as starter sets but are adapted for local purposes, local personnel tend to label these tailored materials "locally-developed".



25. SCHEDULE OF TRAINING



26. COMPENSATION FOR TRAINING



27. GOAL AREAS

25. SCHEDULE OF TRAINING

Project staff frequently begin by conducting brief orientation sessions for administrators and/or classroom teachers, then recruit the most interested individuals for more intensive training. It is customary to schedule orientation sessions during school and intensive training sessions after school or during summer vacations. These are the most-used training times.

26. COMPENSATION FOR TRAINING

More likely than not, teachers, counselors, and librarians who are trained in career education will be paid for their time. While 40 percent of the project directors questioned said that trainees receive no compensation, a larger fraction indicated that teachers are either paid immediately for their time or are given college credit or salary guide credit which can be accumulated toward later advancement on the local salary schedule.

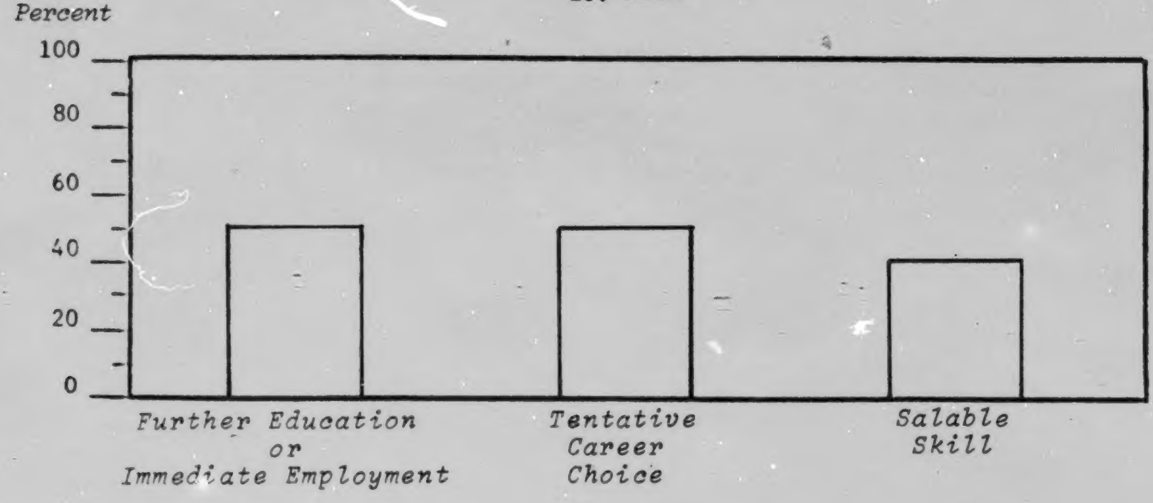
III. CAREER EDUCATION INSTRUCTIONAL PROGRAM

A. Goals

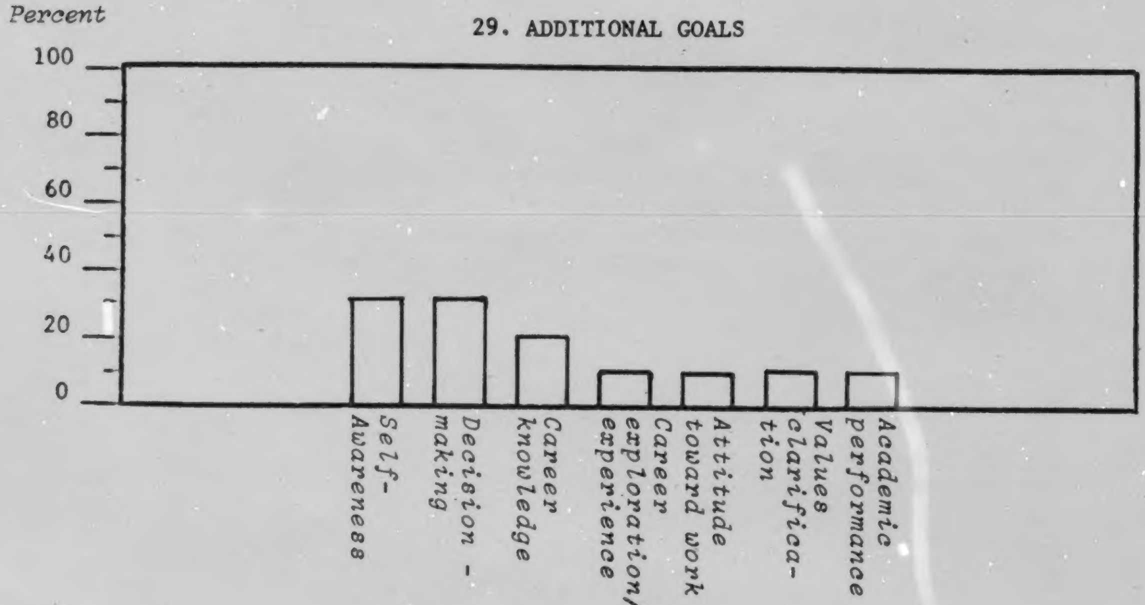
27. GOAL AREAS

Respondents were asked to identify the "career area" such as work, citizenship, and family life to which their projects were addressed. "All Areas" was the item checked by 80 percent of those answering. Their responses to individual "career areas" show that work outranks all other career areas as a focus of career education and that leisure comes next. Thus the "career" of greatest concern to career educators at this time is paid employment.

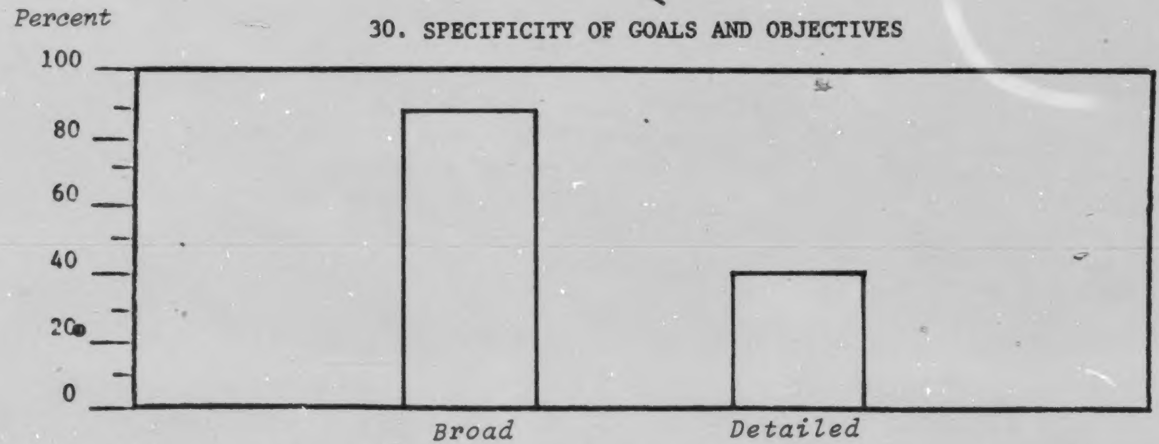
28. GOALS



29. ADDITIONAL GOALS



30. SPECIFICITY OF GOALS AND OBJECTIVES



28. GOALS

Respondents were given a list of three goals and asked to indicate which ones had been adopted by the project. The goals appear in the chart. It shows that respondents said in about equal numbers that the project goals included seeing that high school graduates either continued their education or went into immediate employment, that high school graduates had made at least a tentative career choice, and that high school graduates had learned a salable skill. The fact that no more than half of the respondents selected any one of these goals led to the substitution of an open-ended question about goals. The results of that inquiry are shown in the following chart.

29. ADDITIONAL GOALS

When asked in an open-ended questionnaire item to specifiy the goals of their projects, respondents offered the variety of answers shown in the chart. While a significant minority said they expected career education to increase the self-awareness and decision-making skills of students, smaller portions said that career knowledge was a goal for students. Even smaller fractions agreed on any other goal.

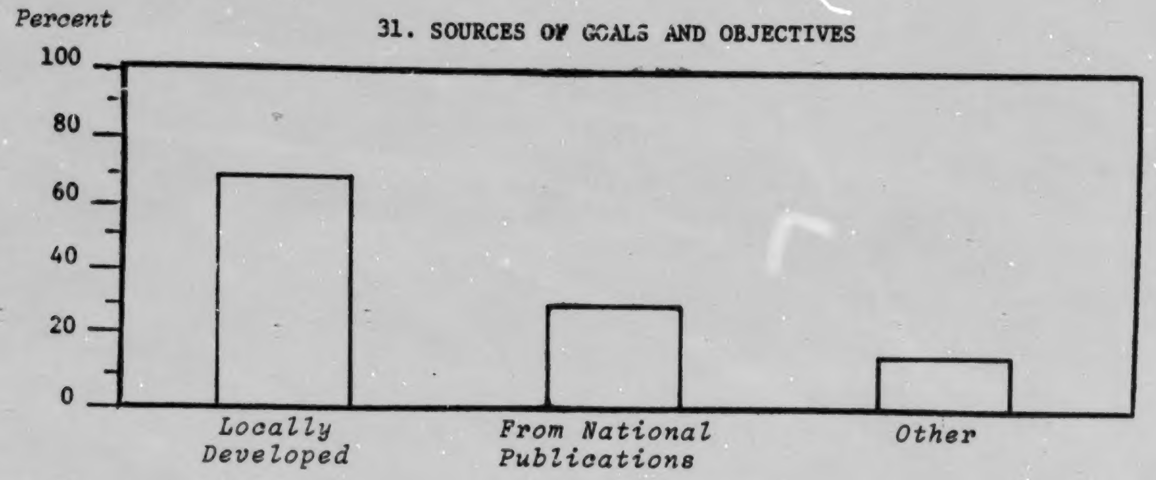
It is probably significant that improved academic performance is not a goal of most career education projects. Project goals tend to be self-related and work-related and affective at least as often as cognitive. In that sense, project personnel do not see career education as a general-purpose innovation intended to improve general school performance, but instead as a special-purpose innovation intended to improve self-concept, decision-making, and work-related knowledge, skills, and attitudes.

30. SPECIFICITY OF GOALS AND OBJECTIVES

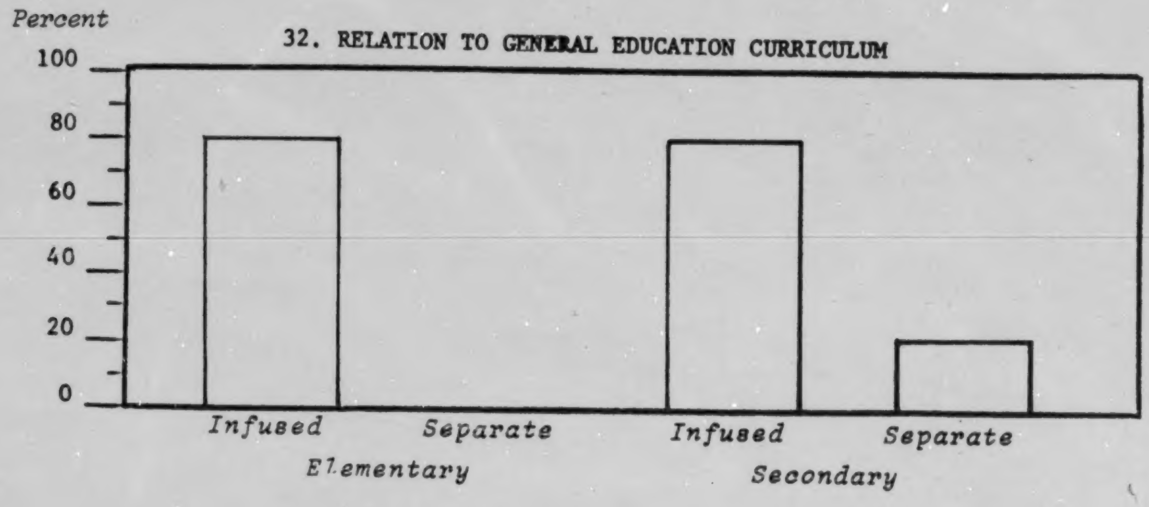
Respondents were asked whether their goals were broadly expressed (for example, "career awareness") or whether they were instead spelled out in terms of detailed student behaviors (for example, "the student will be able to name the 15 USOE career clusters and name three jobs in each one). The chart indicates that virtually all projects have broadly-stated goals. It also indicates that 40 percent have detailed objectives as well.

An examination of hundreds of goals and objectives during the writing of the Profiles in Volumes II, III, and IV of this series indicated that the statements are at present a mixture of outcomes (what students will learn) and processes (how they will be taught it). To put the same point another way, there are goals and objectives for the behavior of students and there are goals and objectives for the project staff. The first set consists of descriptions as to what students will do; the second consists of descriptions as to what classroom teachers, counselors, and librarians will do. The first is the target of the school staff; the second is the target of the career education project staff.

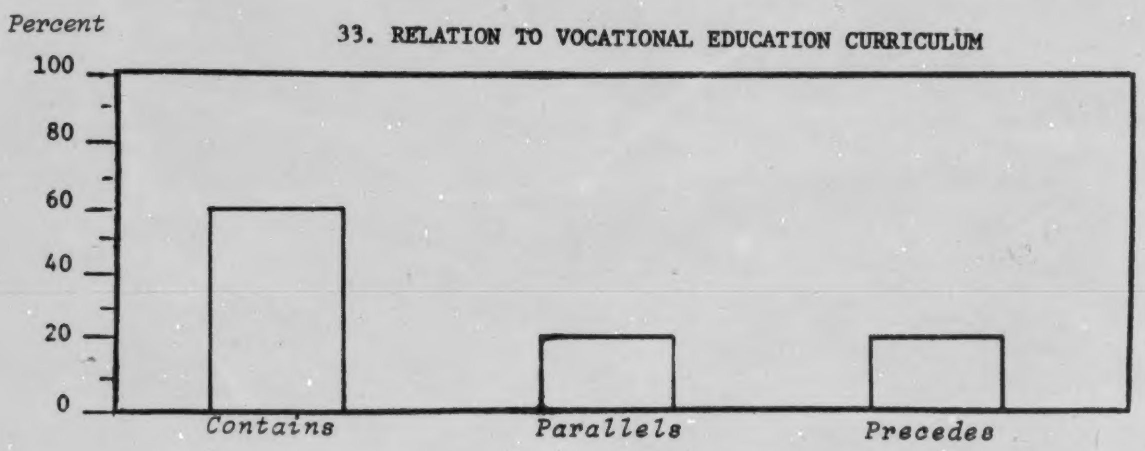
31. SOURCES OF GOALS AND OBJECTIVES



32. RELATION TO GENERAL EDUCATION CURRICULUM



33. RELATION TO VOCATIONAL EDUCATION CURRICULUM



31. SOURCES OF GOALS AND OBJECTIVES

Although a minority of project directors report that they draw goals and objectives from national publications and from other sources such as state education departments, most say that their goals and objectives are locally-developed. The observation made elsewhere about "locally-developed" instructional materials probably pertains here. That is, project leaders who select or modify goals and objectives from other sources tend to label these tailored sets "locally-developed".

B. Curriculum

32. RELATION TO GENERAL EDUCATION CURRICULUM

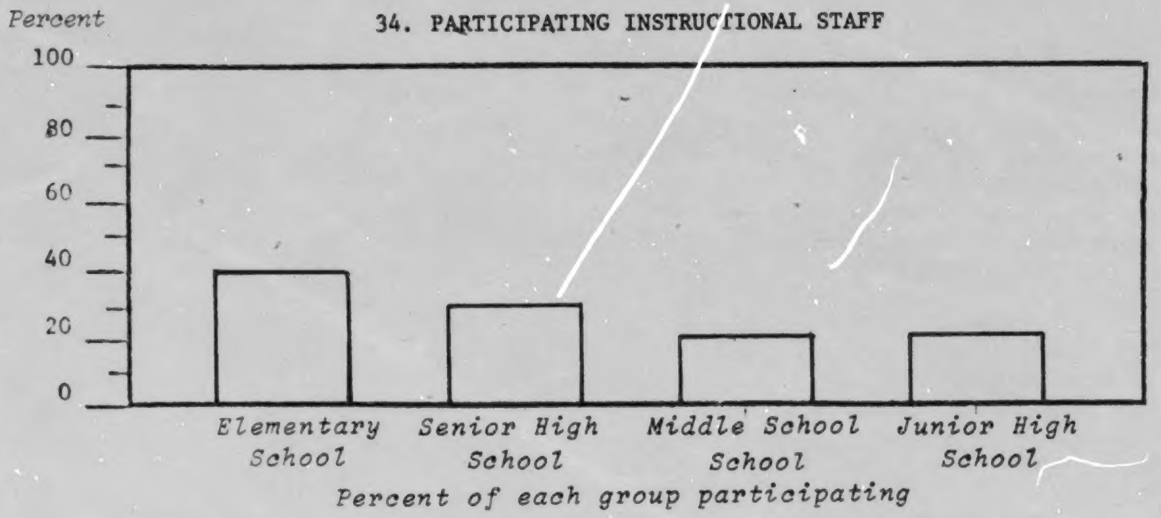
If career education appears in the elementary schools at all, it appears as a body of content and concepts infused into the regular elementary curriculum. Only very rarely does an elementary career education project report attempts to supply knowledge, skills, and attitudes to young children separately from the regular program.

Almost the same can be said of career education at the high school level, but a significant minority of high school projects (20 percent) indicate that career development is accomplished separately from regular courses. Parallel tracks in high schools sometimes consist of student work experience arranged by a special coordinator; sometimes consist of career orientation, information, and guidance supplied by counselors; and sometimes consist of the vocational education program accompanied by vocational guidance.

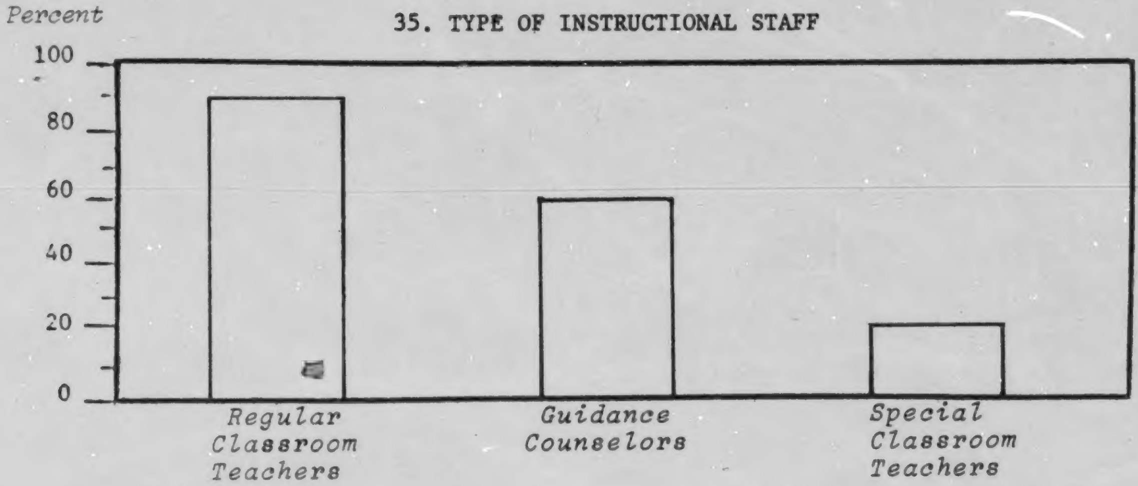
33. RELATION TO VOCATIONAL EDUCATION CURRICULUM

Career education does not replace vocational education. This was one of the optional choices rejected by virtually every respondent. Instead, most said, career education contains vocational education. Thus it is different and it is larger. A significant minority see career education as either paralleling or preceding vocational education. Presumably to parallel it means to introduce relevant career content into the academic and non-academic high school subjects which run in parallel to vocational education courses. And presumably to precede vocational education is to pervade the elementary school curriculum in the years before vocational courses become available.

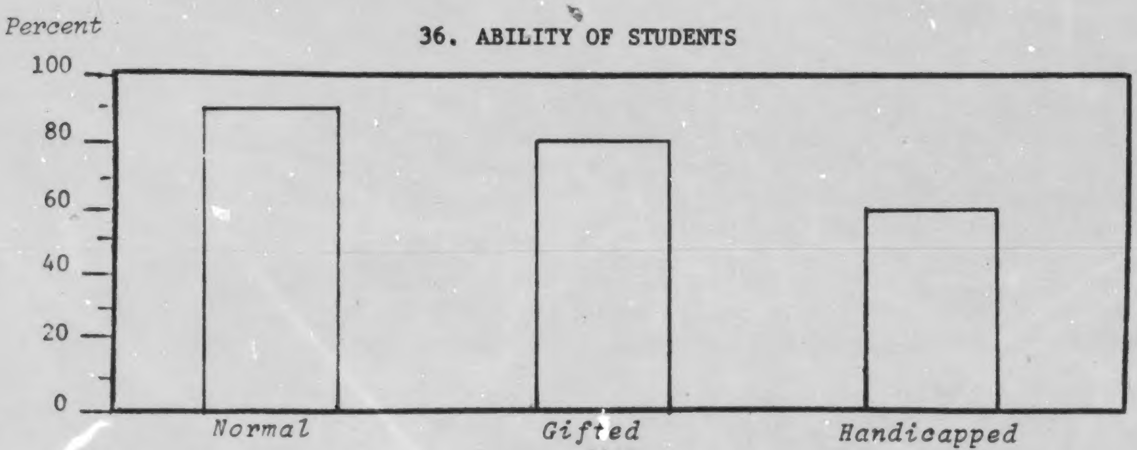
34. PARTICIPATING INSTRUCTIONAL STAFF



35. TYPE OF INSTRUCTIONAL STAFF



36. ABILITY OF STUDENTS



C. Instructional Staff

34. PARTICIPATING INSTRUCTIONAL STAFF

Project directors were asked what percent of the instructional staff at various grade levels is actively participating in career education. Their answers confirm data in other charts indicating the comprehensiveness of the projects. That is, they report that teachers at all grade levels are actively participating. However, project personnel seem to have been more aggressive or more successful in engaging elementary teachers in the work than in engaging senior high teachers. (The lower percentages for middle school and junior high school teachers are probably explained simply by the fact that some school districts have one but not both types of such schools. This would result in some statistical "vote splitting" between the two types, dropping them below the figures for elementary and senior high schools.)

A study of the Profiles in Volumes II, III, and IV of this series does not indicate that senior high teachers are as actively involved as this chart denotes. The 30 percent figure for senior high staff may be inflated by counting vocational education teachers (as reported in another chart, most projects state that career education contains vocational education), by group guidance classes which have been commonplace at grade 9 for many years, and by work-related academic courses such as Business English or Business Mathematics for non-college-bound students.

35. TYPE OF INSTRUCTIONAL STAFF

It is noted elsewhere that career education is almost always infused into the regular school curriculum--virtually without exception in the elementary grades and 80 percent of the time in the high school grades. The data on this chart confirm that career education is an integral part of regular instruction. While a majority of the projects indicate that guidance counselors play a role in instruction, regular classroom teachers clearly carry most of the load.

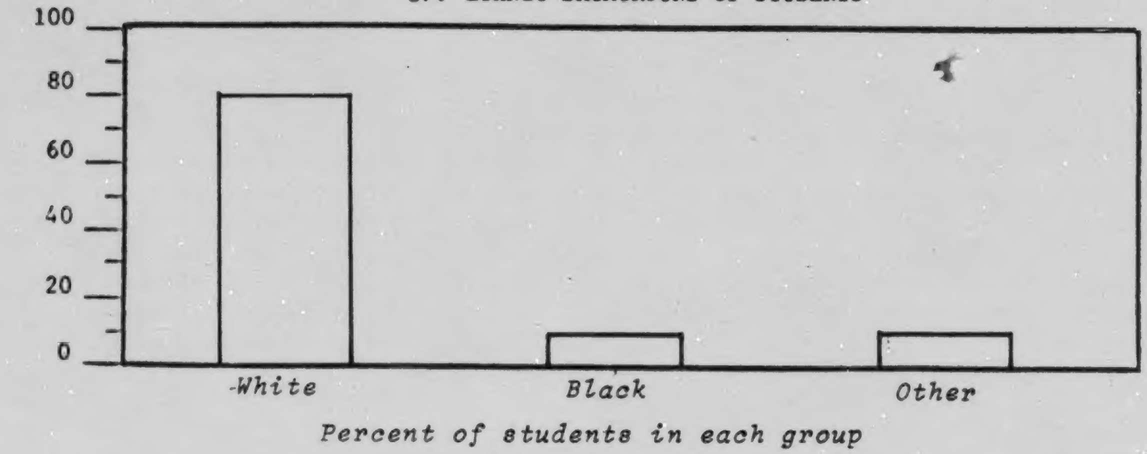
The training implications of such an arrangement are clear: unless all classroom teachers are trained in career education, the objectives of the program cannot be realized.

D. Students

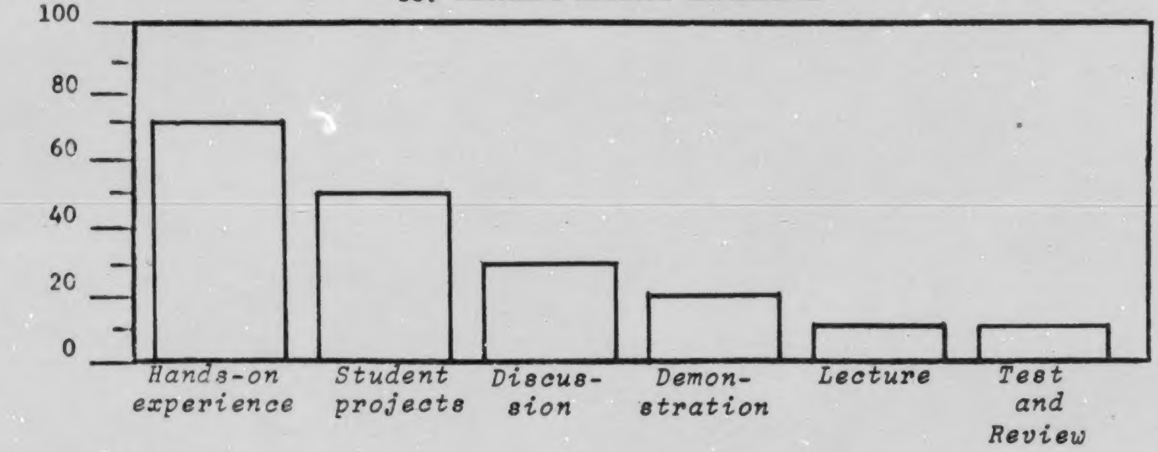
36. ABILITY OF STUDENTS

All students--normal, gifted, and handicapped—are candidates for career education in most projects. This is not to say that most projects have made specific provisions for gifted and handicapped populations—some have but many have not--but simply to indicate that the projects consider career education suitable for all students without exception. About 10 percent of the projects are targeted specifically on gifted or handicapped students.

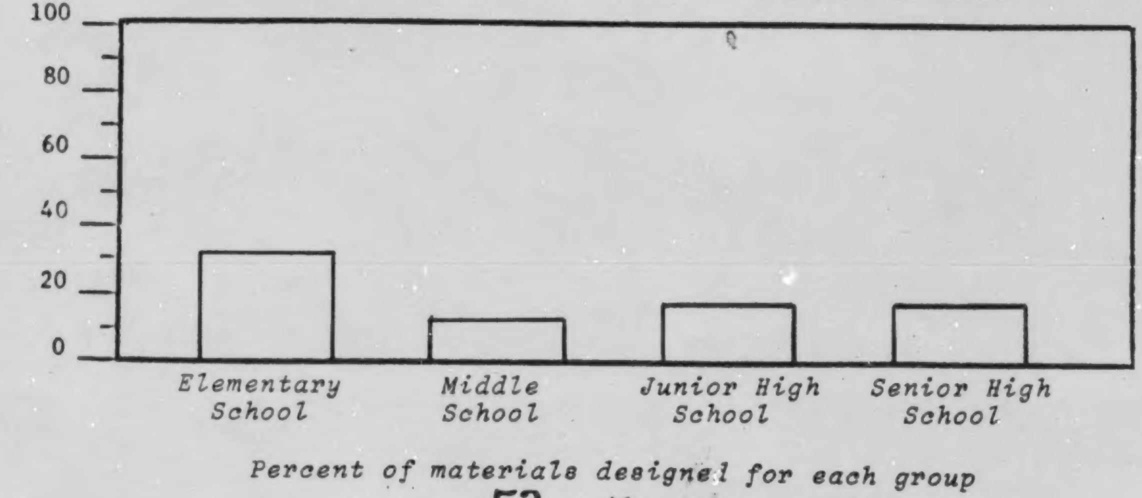
37. ETHNIC BACKGROUND OF STUDENTS



38. TEACHING METHODS EMPHASIZED



39. GRADE LEVELS OF STUDENT INSTRUCTIONAL MATERIALS



37. ETHNIC BACKGROUND OF STUDENTS

The data in this chart are identical to data presented earlier showing the ethnic composition of communities in which career education is taking place. The comments made there apply here. That is, blacks and other minorities appear to be somewhat under-represented in the school districts served by career education. This is in keeping with the apparent under-representation of urban and suburban school districts, as indicated above. The reasons are perhaps the same in both cases.

E. Methods

38. TEACHING METHODS EMPHASIZED

Project staffs were asked whether teachers who engaged in career education differed in their use of various classroom techniques from teachers not so engaged. The chart shows their answers. Evidently, students in career education are far more likely to get hands-on experiences and to engage in projects than their counterparts who are not in career programs. Similarly, career education classes are more likely to involve discussion and demonstration than other classes.

In contrast, the introduction of career education does not seem to negate the use of the lecture method or tests and reviews in most cases.

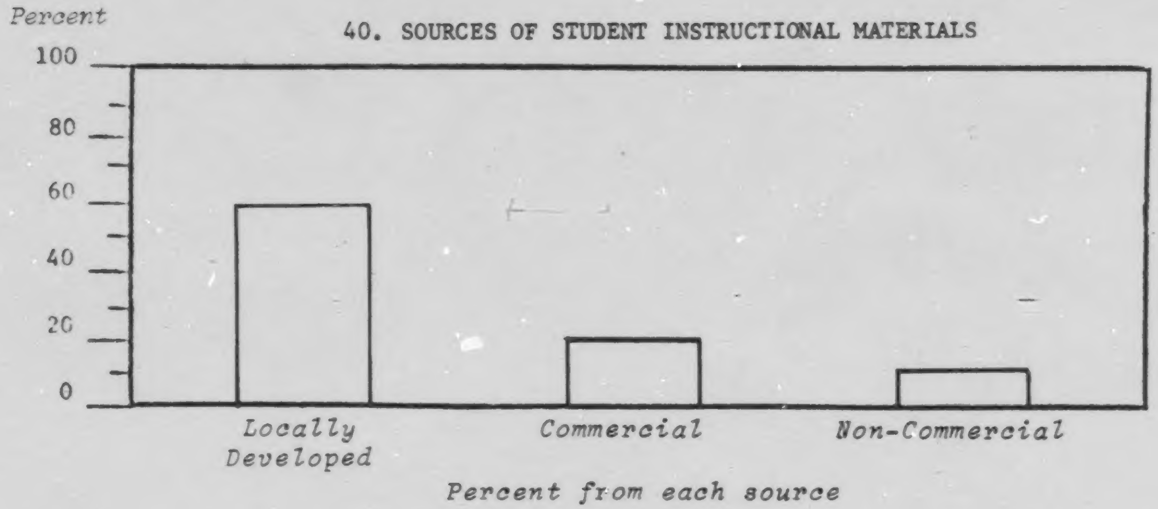
F. Materials

39. GRADE LEVELS OF STUDENT INSTRUCTIONAL MATERIALS

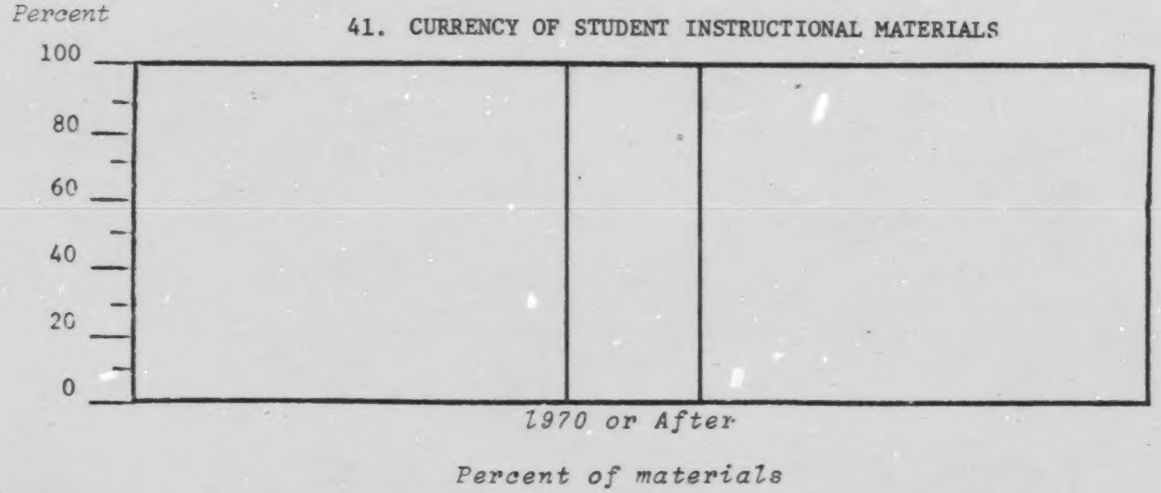
The instructional materials in use at present are primarily for students in the elementary grades and secondarily for students in middle, junior high and senior high school. (As explained elsewhere, the middle school and junior high school figures on the chart are probably slightly deflated by the fact that school districts tend to have one or the other but not both types of schools, splitting the responses for these grades between the two types of schools.)

This finding is in keeping with other data showing the relatively even-handed attention the projects are paying to all school levels in the K-12 range.

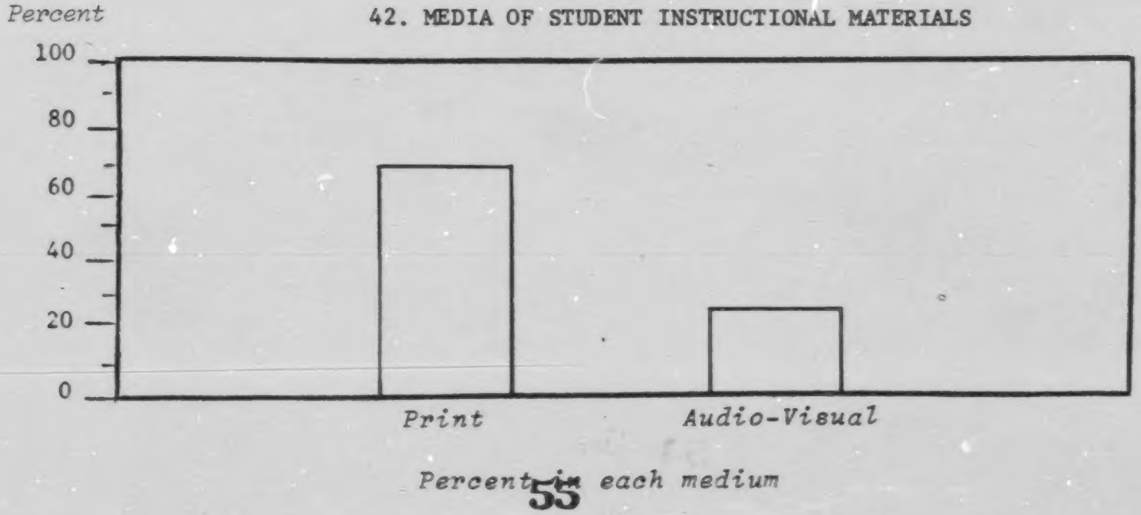
40. SOURCES OF STUDENT INSTRUCTIONAL MATERIALS



41. CURRENCY OF STUDENT INSTRUCTIONAL MATERIALS



42. MEDIA OF STUDENT INSTRUCTIONAL MATERIALS



40. SOURCES OF STUDENT INSTRUCTIONAL MATERIALS

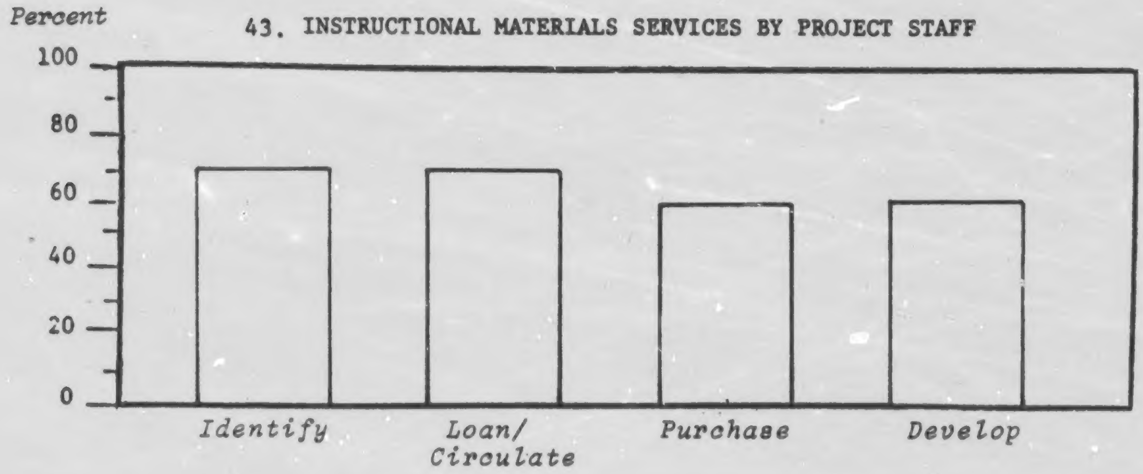
The remarks made earlier about materials for training teachers, counselors, librarians, and administrators are applicable here. That is, the community involvement aspects of career education tended to require locally-developed materials. But the 60 percent is perhaps somewhat inflated by the fact that when commercial or non-commerical materials are modified for local use, school personnel tend to label these modified materials "locally-developed." Evidence for this observation lies in the fact (not shown on the chart) that 40 percent of the projects reported using non-commercial materials and 50 percent reported using commercial materials, although the proportion of materials drawn from the sources is reported as 10 percent and 20 percent, respectively.

41. CURRENCY OF STUDENT INSTRUCTIONAL MATERIALS

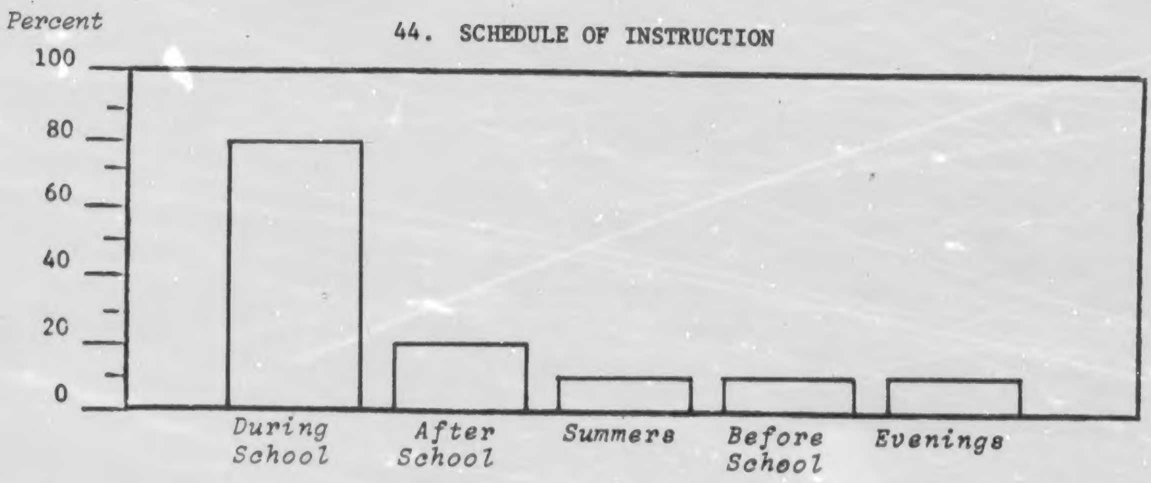
The newness of career education is probably best demonstrated by this chart. Project directors report that 100 percent of the career education instructional materials they used in the 1973-74 school year were developed since 1970. This stands as particularly pointed evidence that career education is a distinctive movement, separate from vocational education and different enough from traditional general education to require new and different instructional materials.

42. MEDIA OF STUDENT INSTRUCTIONAL MATERIALS

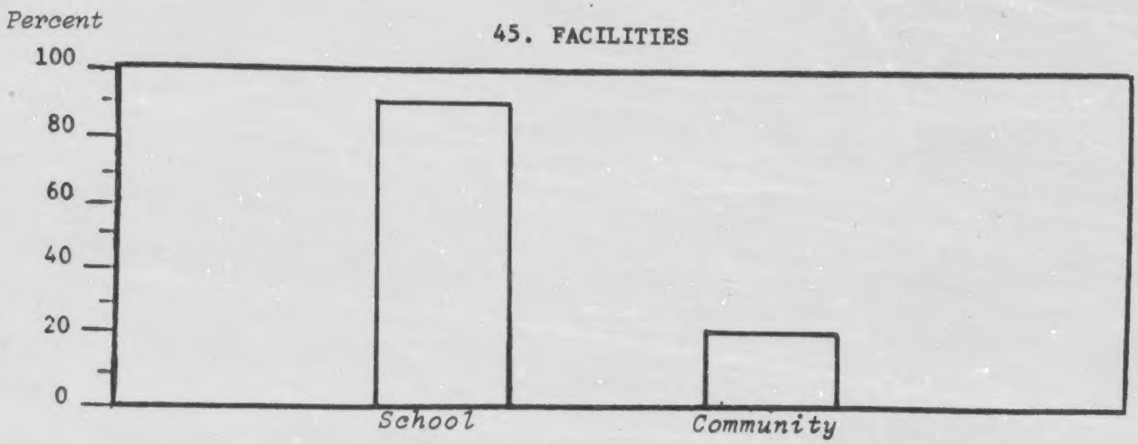
Although printed materials predominate in career education classrooms, audio-visual materials constitute a significant proportion (30 percent) of all instructional materials used. Perhaps even more significant is a fact not shown on the chart: while 80 percent of all projects report using printed materials, 70 percent report using audio-visual materials. (As is clear from the chart, audio-visual materials are used in smaller quantities than printed materials.)



43. INSTRUCTIONAL MATERIALS SERVICES BY PROJECT STAFF



44. SCHEDULE OF INSTRUCTION



45. FACILITIES

43. INSTRUCTIONAL MATERIALS SERVICES BY PROJECT STAFF

It is well known that classroom teachers need good instructional materials to carry out their work. The chart indicates that career education project staffs realize this and are actively at work identifying, producing, loaning, and even developing instructional materials for teachers to use. The 60 percent of the projects reporting that they develop instructional materials can be best understood in light of the earlier observation that school personnel that get materials from elsewhere and modify or adapt them to local circumstances tend to label such tailored materials "locally-developed."

G. Schedule

44. SCHEDULE OF INSTRUCTION

Career education usually takes place during school hours. Evidently the new program has not made an appreciable inroad into the typical school time schedule. The only notable exception appears to be the hours after school, but this is explained in part by the pattern of part-time employment typical of many high school students.

Further, when project directors were asked what fraction of the career education activities took place outside of regular school hours (rather than whether any activities at all were so scheduled) they reported that in fact 95 percent of all career education takes place during regular school hours. (This information is not shown on the chart.)

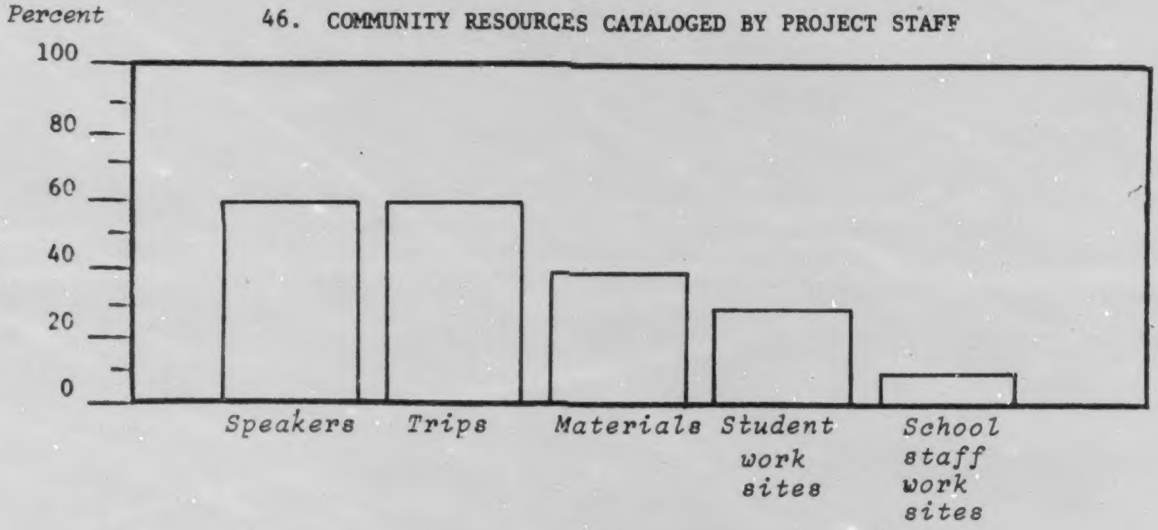
H. Facilities

45. FACILITIES

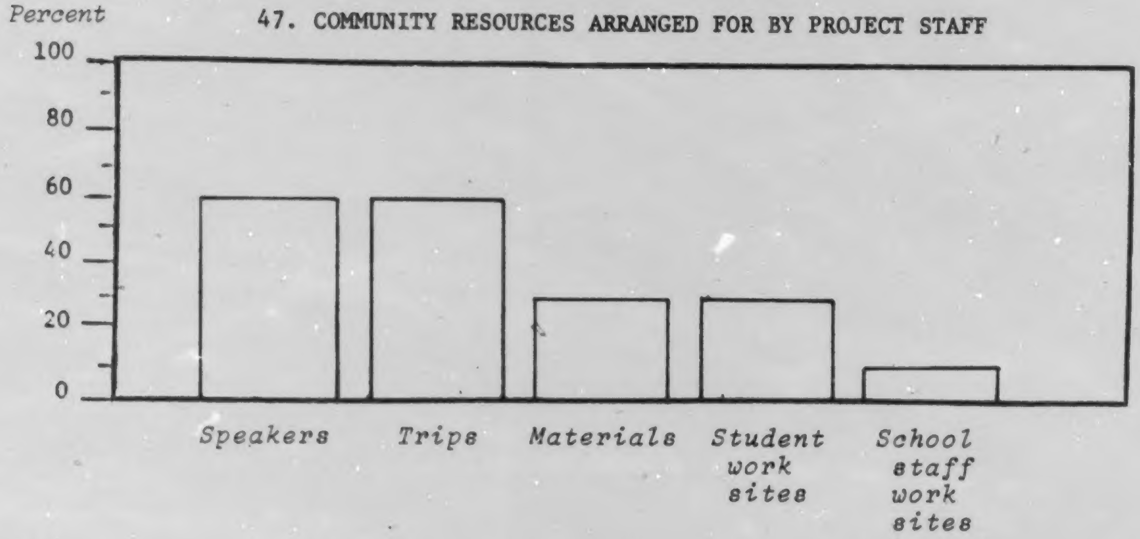
Career education takes place primarily in school facilities. Up to the present time, at least, school-based career education programs of the kind examined in this study take place in school buildings and on school grounds. However, 20 percent of all projects reported making some use of community facilities for student trips, student work experience, staff work experience, and similar purposes.

Career education is only one or two years old in most school districts. As it matures, it may tend to move further beyond the standard frame of time and space in which schooling traditionally takes place.

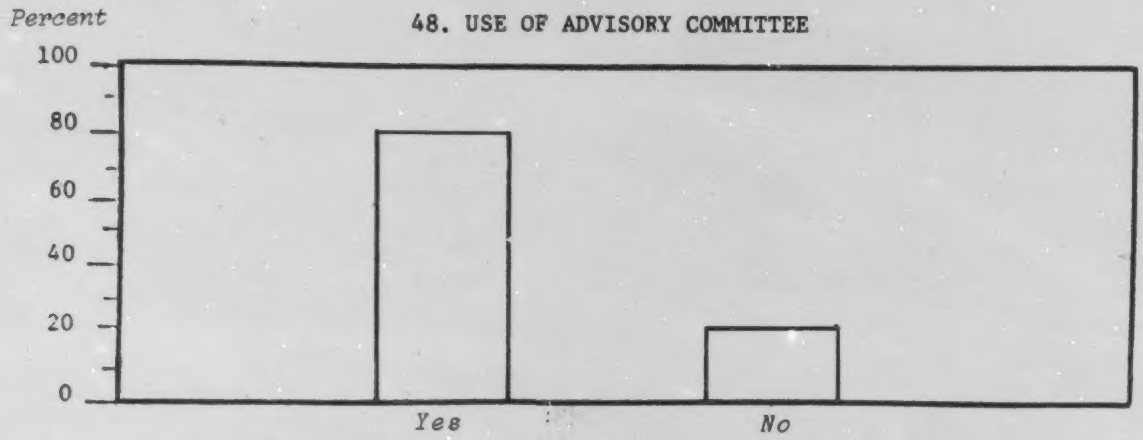
46. COMMUNITY RESOURCES CATALOGED BY PROJECT STAFF



47. COMMUNITY RESOURCES ARRANGED FOR BY PROJECT STAFF



48. USE OF ADVISORY COMMITTEE



I. Use of Community

46. COMMUNITY RESOURCES CATALOGUED BY PROJECT STAFF

Every project studied--without exception--uses local employers and local workers. The amount of use ranges from taking students on field trips so as to observe places of employment all the way over to placing them in actual paid employment for long periods of time while still in school. Some projects arrange for teachers, counselors, or librarians to work at part-time or temporary full-time jobs (for example, during the summers) in local businesses.

To aid the school staff in using such community resources, project personnel customarily catalogue available speakers and potential trips. And they often develop lists of materials available from local businesses (brochures, employment applications, etc.). Similarly, some project staffs catalogue work sites for students and teachers. Evidently teachers are not easily able to develop such catalogues for themselves.

47. COMMUNITY RESOURCES ARRANGED FOR BY PROJECT STAFF

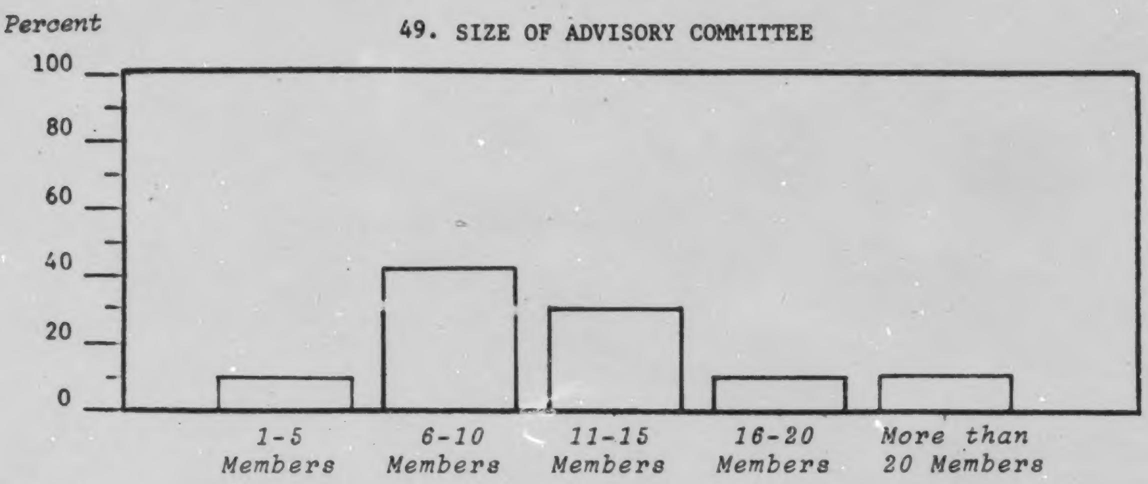
It is evident that career education project personnel find it necessary to do more than catalogue community resources. Teachers apparently count on them to invite speakers and arrange trips on request, to collect materials and bring them to the schools, and to make arrangements for students and teachers to work in local businesses as well as to catalogue those arrangements once they have been made.

J. Advice from Community

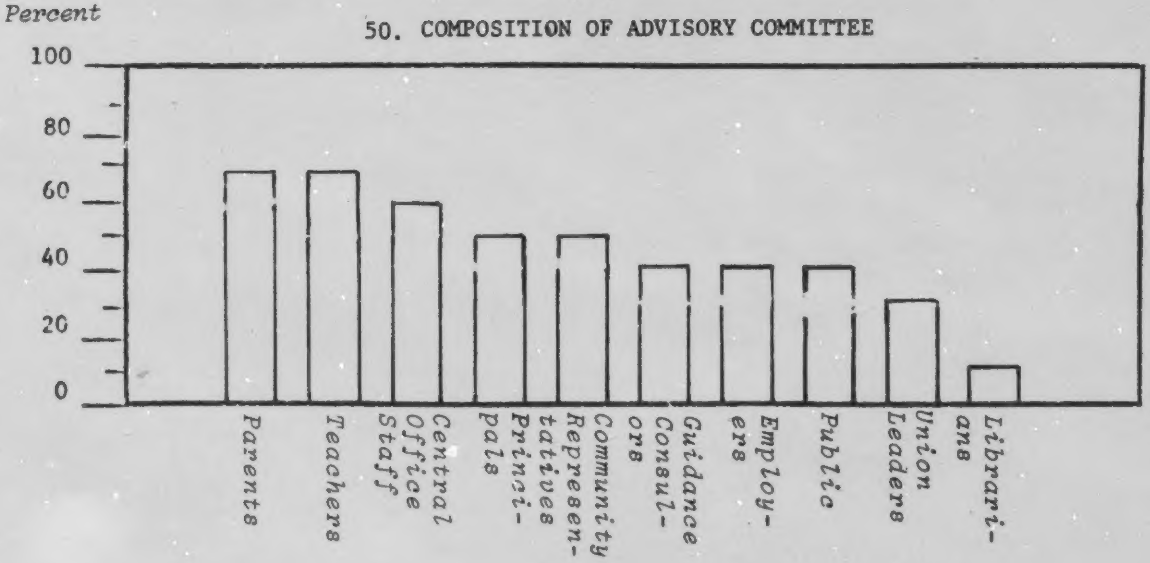
48. USE OF ADVISORY COMMITTEE

One of the strong traditions in vocational education--mandated by law and widely observed in actual practice--is the use of advisory councils. It is obvious that this tradition has been extended to career education.

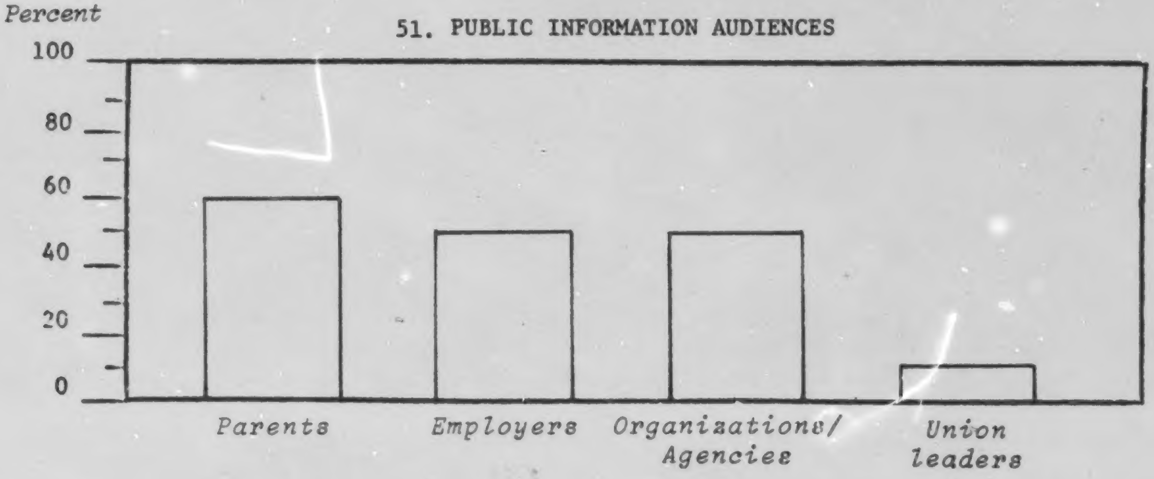
49. SIZE OF ADVISORY COMMITTEE



50. COMPOSITION OF ADVISORY COMMITTEE



51. PUBLIC INFORMATION AUDIENCES



49. SIZE OF ADVISORY COMMITTEE

Most advisory committees consist of from six to 15 members. Such relatively large groups presumably work better as sounding boards than as actual committees and may be better as a device for informing a large number of people about the progress of career education than for hammering out a consensus about what should be done. To express the same point another way, the relatively large size of most committees suggest that they advise the project rather than govern it.

50. COMPOSITION OF ADVISORY COMMITTEE

Career education advisory committees currently represent a balanced group of school and community personnel. Although parents are almost twice as likely as employers and union leaders to be represented, it appears that non-parent representatives of community organizations and the general public combined with employers and union leaders give the committees a number of voices from outside the school sphere. Such diverse membership is in keeping with the earlier observation that, given their size, the committees probably advise rather than govern and serve as sounding boards rather than as mechanisms for decision making.

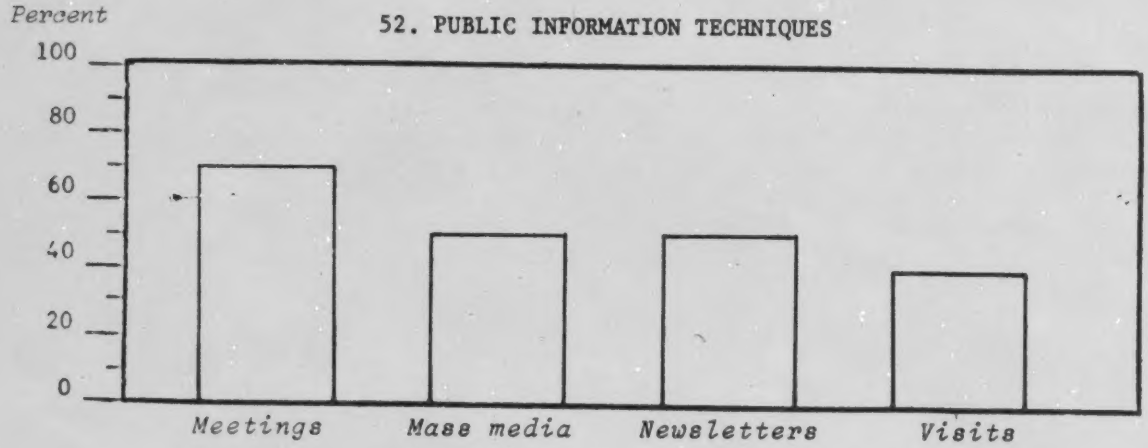
K. Information for Community

51. PUBLIC INFORMATION AUDIENCES

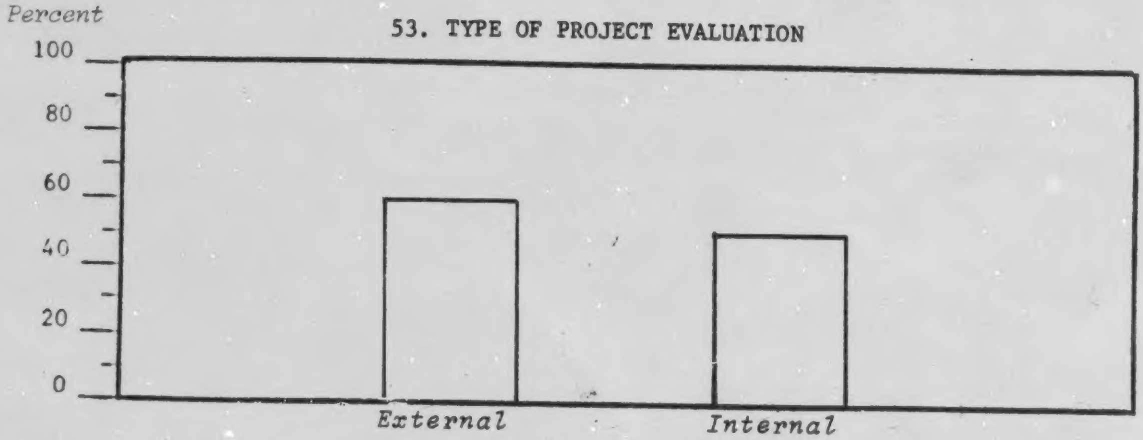
Although parents are the primary audience for information about career education, as would be expected, employers and community agencies run a close second. Addressing employers and organizations as a key audience is understandable, given the aggressive use of community resources that project staffs encourage teachers to make.

The evidence in the chart coincides with other evidence that union leaders have, up to this point, not been heavily engaged in school-based career education.

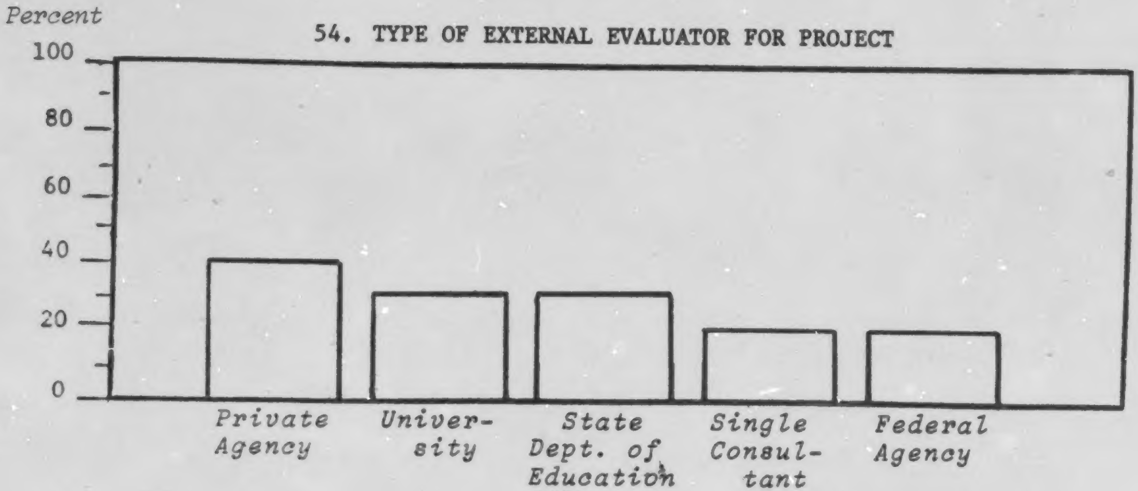
52. PUBLIC INFORMATION TECHNIQUES



53. TYPE OF PROJECT EVALUATION



54. TYPE OF EXTERNAL EVALUATOR FOR PROJECT



52. PUBLIC INFORMATION TECHNIQUES

Apparently there are enough school-related meetings during a given year and enough meetings of employers, community groups, civic associations, and government agencies to afford career education project personnel many opportunities for informing the public by speaking at meetings. Half the projects supplement such appearances by arranging or responding to requests for announcements, articles, and stories about special events in local newspapers and on radio and television. The same proportion use newsletters to inform the public and almost as many projects invite visitors into the schools to find out what is happening.

The frequent use of public meetings and mass media suggests that career education is a topic of general interest to the public.

IV. EVALUATION OF PROJECT OR PROGRAM: PROJECT

A. Type of Evaluation

53. TYPE OF PROJECT EVALUATION

In reporting on the evaluations they had arranged, project directors were asked to distinguish between the activities carried out by the project staff and the instructional program carried out by the school staff. A cause and effect relationship between the two was assumed. That is, the project activities would result in an instructional program.

As an examination of the charts for the two kinds of evaluation will show, there were few differences in evaluative technique. Presumably this is partly because the project employed a single evaluator for both purposes.

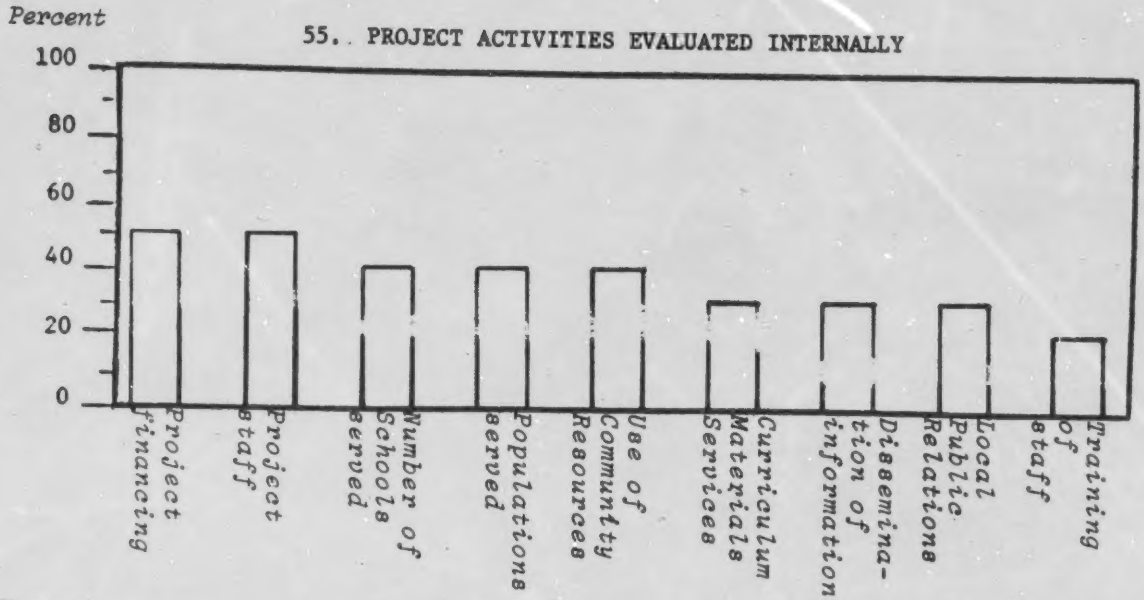
Project directors are about as likely to use internal evaluators as external evaluators. There are at least three possible reasons for this. The first is the fact that most projects are still in a formative stage and need formative evaluation to help shape the work as it unfolds, assisting the project leader and staff to correct errors promptly and to take prompt advantage of successes. The second is the fact that the budgets of many projects are too small to afford external evaluators. The project director is more likely to employ an outside curriculum consultant or trainer with his limited funds. The third is that many medium-size and large school districts maintain a staff of internal evaluators who supply evaluation service to all externally-funded projects requiring them.

B. Evaluation Agent

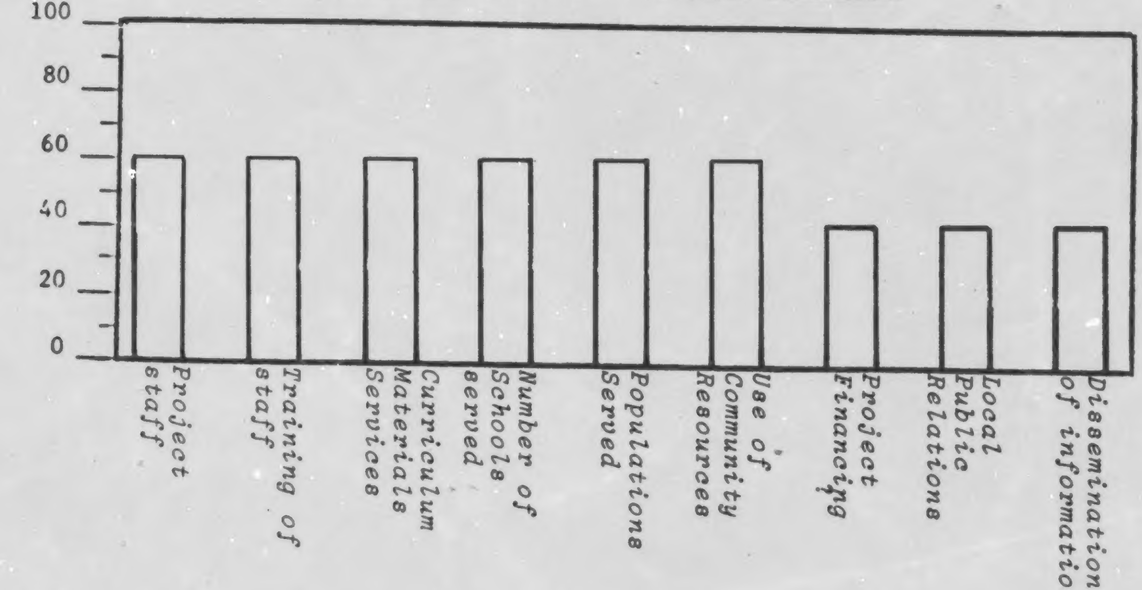
54. TYPE OF EXTERNAL EVALUATOR FOR PROJECT

As reported above, project directors are almost as likely to employ internal evaluators as to employ external evaluators. When they do employ external evaluators, they are drawn from a variety of sources, usually from private firms or universities. Occasionally single consultants are employed. The 30 percent citing the state department of education and the 20 percent citing the Federal government are probably reflecting their recognition that state and Federal officials have ultimate responsibility for evaluating the projects and deciding their future.

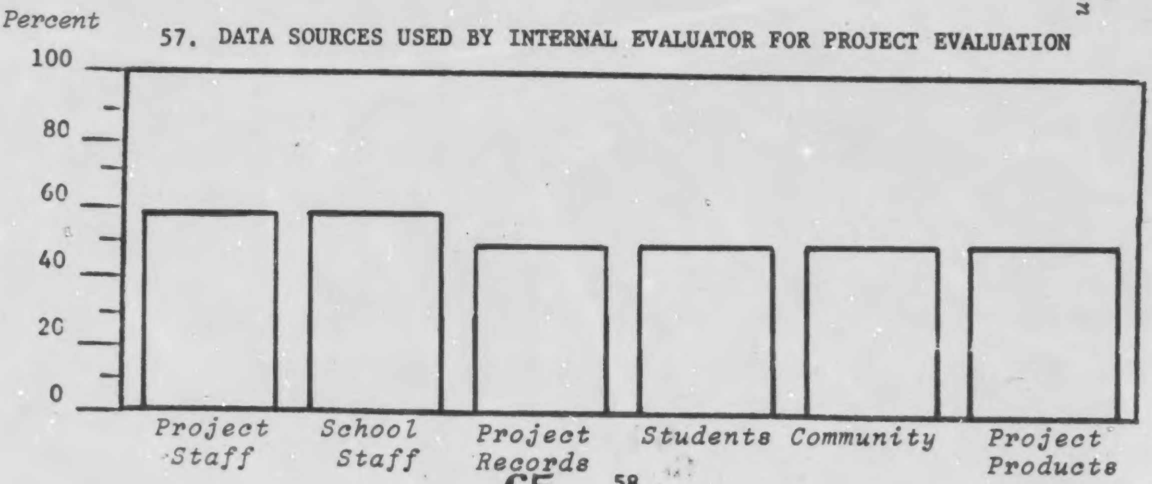
55. PROJECT ACTIVITIES EVALUATED INTERNALLY



56. PROJECT ACTIVITIES EVALUATED EXTERNALLY



57. DATA SOURCES USED BY INTERNAL EVALUATOR FOR PROJECT EVALUATION



C. Areas Evaluated

55. PROJECT ACTIVITIES EVALUATED INTERNALLY

When projects use internal evaluators, they single out certain topics in cooperation with the evaluator for assessment. The variety of the topics suggest that internal evaluators are asked to scan the entire project operation rather than focusing on certain aspects. These topics are suitable for formative evaluation as a way of assisting the project staff to improve their operations from week to week based on evaluative feedback.

56. PROJECT ACTIVITIES EVALUATED EXTERNALLY

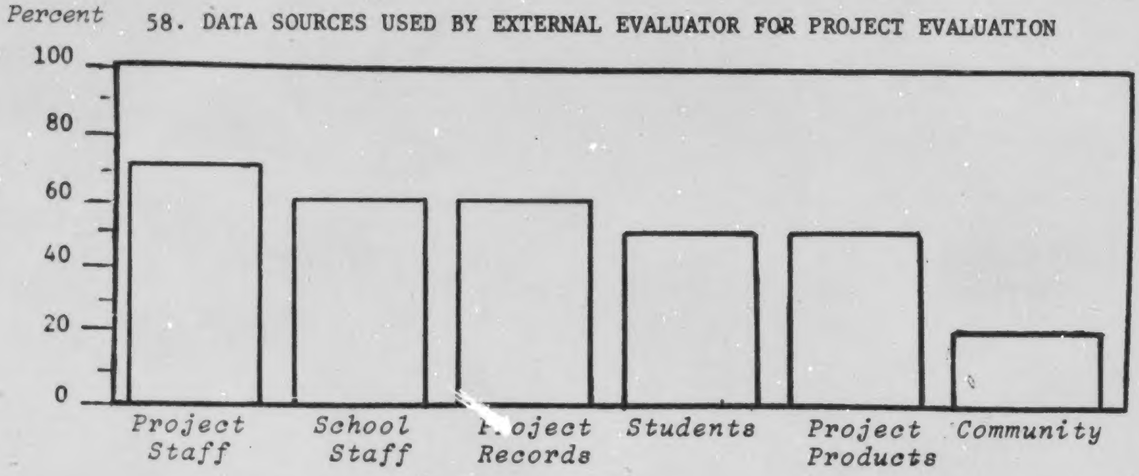
The pattern here is much the same as with project activities evaluated internally. That is, external evaluators are asked or choose to spread their attention over many facets of project operation, presumably in an attempt to offer useful interim feedback to the project staff as they go about their work from week to week and month to month.

D. Data Sources

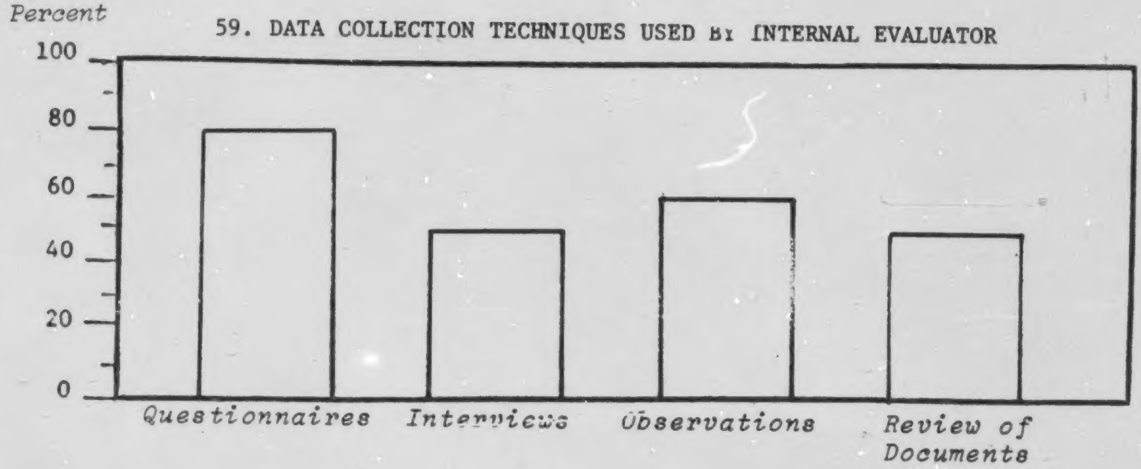
57. DATA SOURCES USED BY INTERNAL EVALUATOR FOR PROJECT EVALUATION

Internal and external evaluators use similar data sources and with similar frequency. This can be observed by comparing this chart with the matching chart below. Both draw information from project and school personnel, from project records and products, and from students and community representatives. This is the kind of variety of data sources one would expect during a formative evaluation process intended to assist project personnel with their ongoing operations.

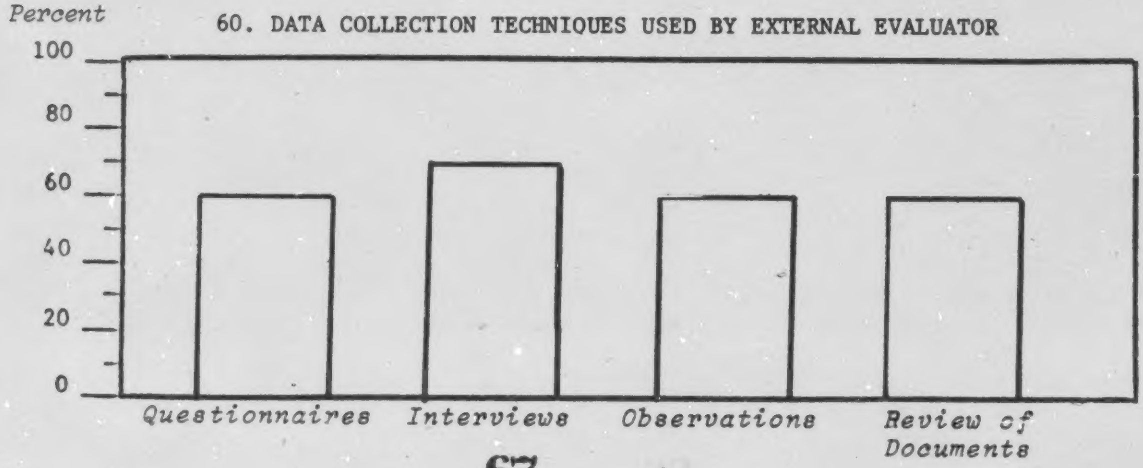
58. DATA SOURCES USED BY EXTERNAL EVALUATOR FOR PROJECT EVALUATION



59. DATA COLLECTION TECHNIQUES USED BY INTERNAL EVALUATOR



60. DATA COLLECTION TECHNIQUES USED BY EXTERNAL EVALUATOR



58. DATA SOURCES USED BY EXTERNAL EVALUATOR FOR PROJECT EVALUATION

The remarks made about the previous chart apply here.

E. Data Collection Techniques

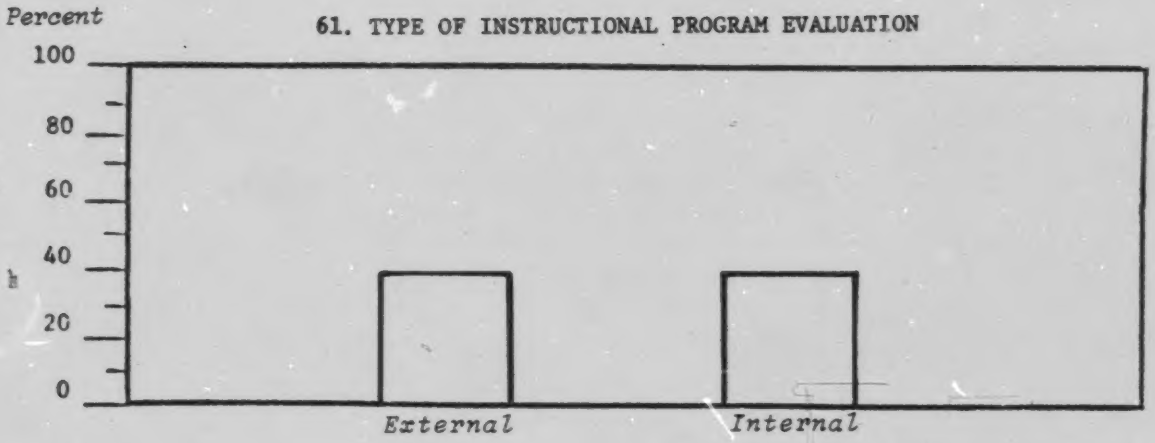
59. DATA COLLECTION TECHNIQUES USED BY INTERNAL EVALUATOR

A comparison of this chart and the one following indicates that both internal and external evaluators employ questionnaires, interviews, observations, and review of documents in carrying out their work. The only distinction appears to be in the fact that internal evaluators are slightly less likely than external evaluators to use interviews as a major data collection technique.

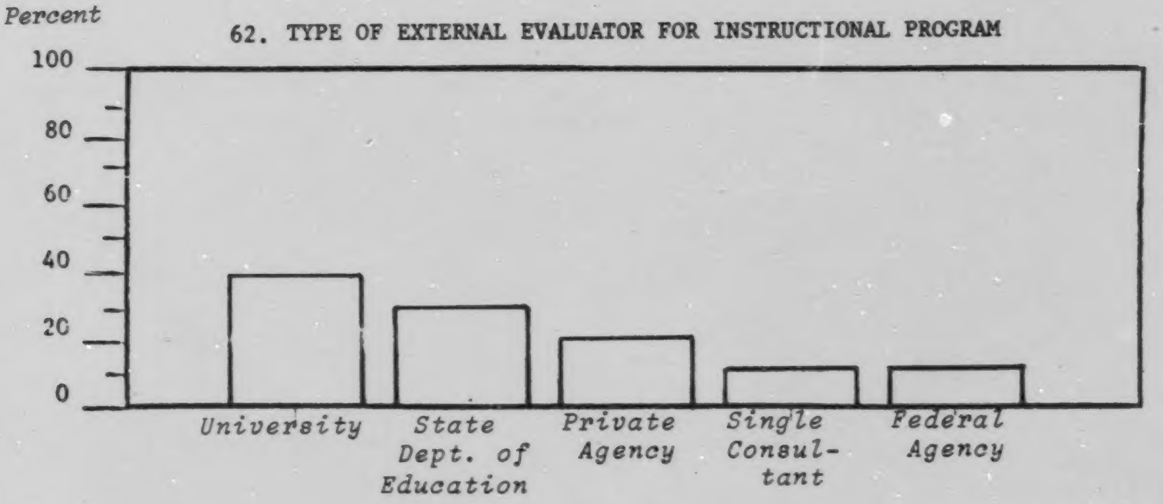
60. DATA COLLECTION TECHNIQUES USED BY EXTERNAL EVALUATOR

The remarks made about the preceding chart apply here.

61. TYPE OF INSTRUCTIONAL PROGRAM EVALUATION



62. TYPE OF EXTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM



IV. EVALUATION OF PROJECT OR PROGRAM: PROGRAM

A. Type of Evaluation

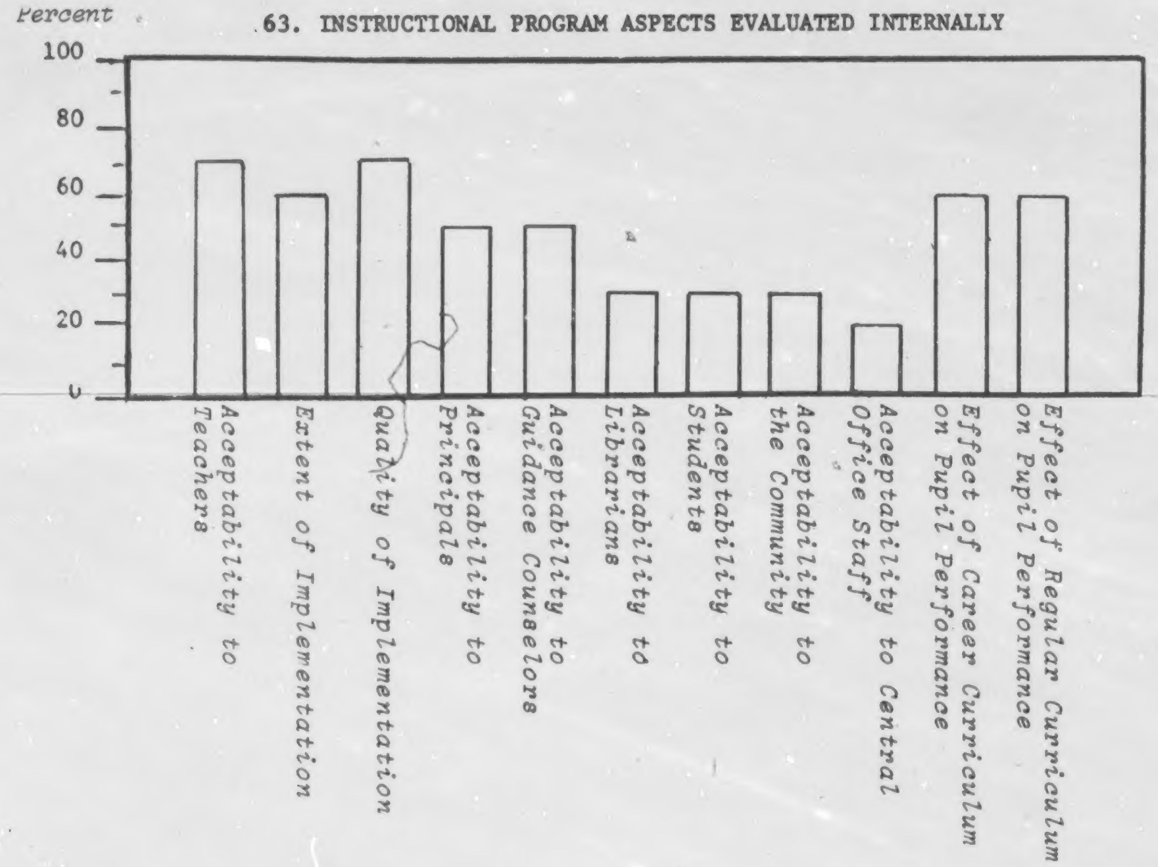
61. TYPE OF INSTRUCTIONAL PROGRAM EVALUATION

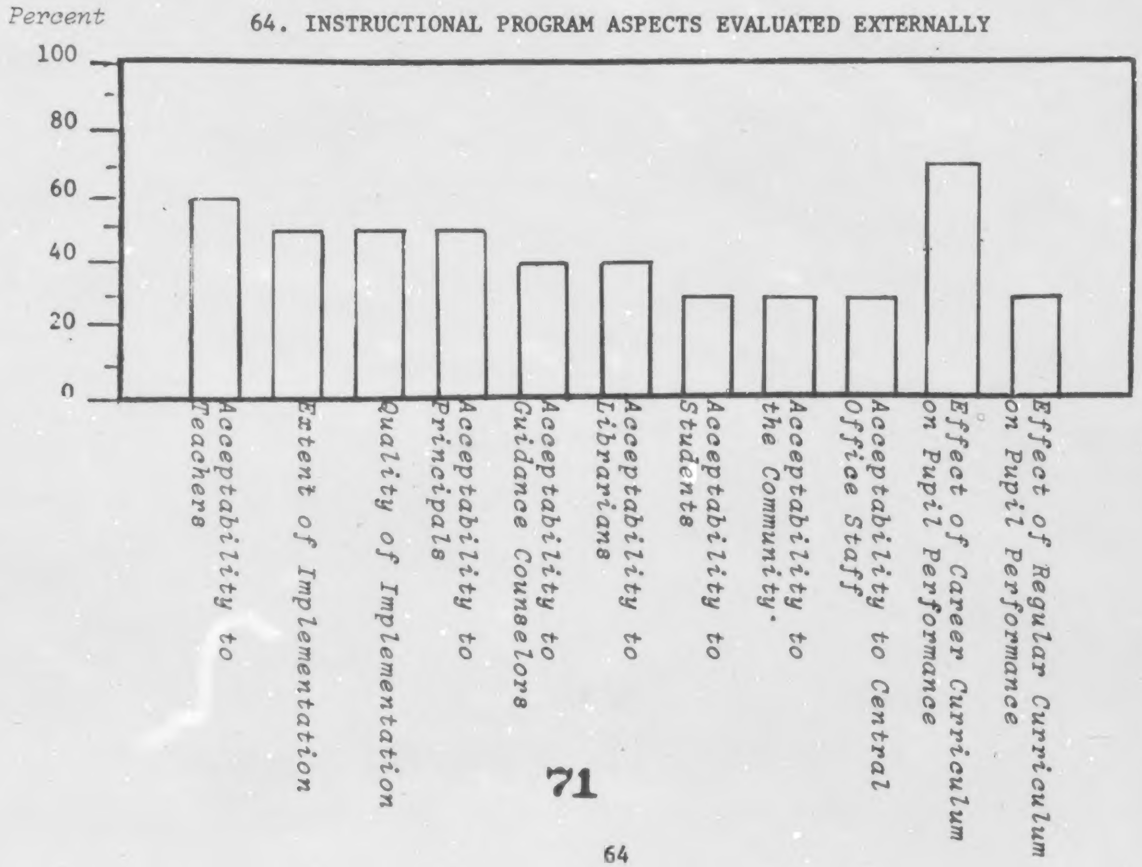
Project directors are about as likely to use internal evaluators as external evaluators. Three possible reasons for this were given earlier when the type of project evaluation was discussed (in contrast to the type of program evaluation shown here). The reasons are presumably the same.

B. Evaluation Agent

62. TYPE OF EXTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM

There seem to be no appreciable differences when this chart for instructional program is related to the companion chart (see 54) for project activities. Presumably this is because a single external evaluator is customarily used for both purposes.


Percent
63. INSTRUCTIONAL PROGRAM ASPECTS EVALUATED INTERNALLY
100
80
60
40
20
0
Acceptability to Teachers
Extent of Implementation
Quality of Implementation
Acceptability to Principals
Acceptability to Guidance Counselors
Acceptability to Librarians
Acceptability to Students
Acceptability to the Community
Acceptability to Central Office Staff
Effect of Career Curriculum on Pupil Performance
Effect of Regular Curriculum on Pupil Performance


Percent
64. INSTRUCTIONAL PROGRAM ASPECTS EVALUATED EXTERNALLY
100
80
60
40
20
0
Acceptability to Teachers
Extent of Implementation
Quality of Implementation
Acceptability to Principals
Acceptability to Guidance Counselors
Acceptability to Librarians
Acceptability to Students
Acceptability to the Community.
Acceptability to Central Office Staff
Effect of Career Curriculum on Pupil Performance
Effect of Regular Curriculum on Pupil Performance

C. Areas Evaluated

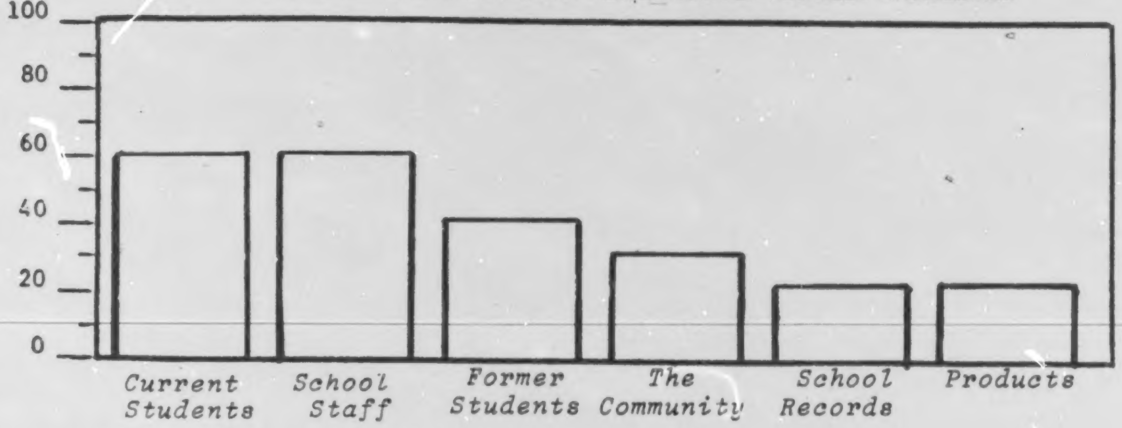
63. INSTRUCTIONAL PROGRAM ASPECTS EVALUATED INTERNALLY

Among a number of possible choices, the chart shows which aspects of the instructional program are assessed by internal evaluators. The emphasis on formative rather than summative evaluation is as clear in instructional program assessment as it is in project activity assessment. This is demonstrated by the fact that the effect of the career program on pupil learning is assessed less often than its acceptability to teachers and less often than the quality of program implementation. That is, the chief evaluative concern is with the implementation and acceptability of the program rather than with its effects on pupil learning. Much of this can probably be explained by the fact that a majority of career education projects are only one or two years old. Understandably, the most useful service an evaluator can provide at such an early stage is to assess the processes being used and to make corrective suggestions rather than to evaluate pupil learning. Indeed, it is probably fair to say that it is premature to measure pupil learning in the first year or two of a new project, particularly a comprehensive, multi-grade project which depends on a treatment applied over several years to create cumulative effects on student learning.

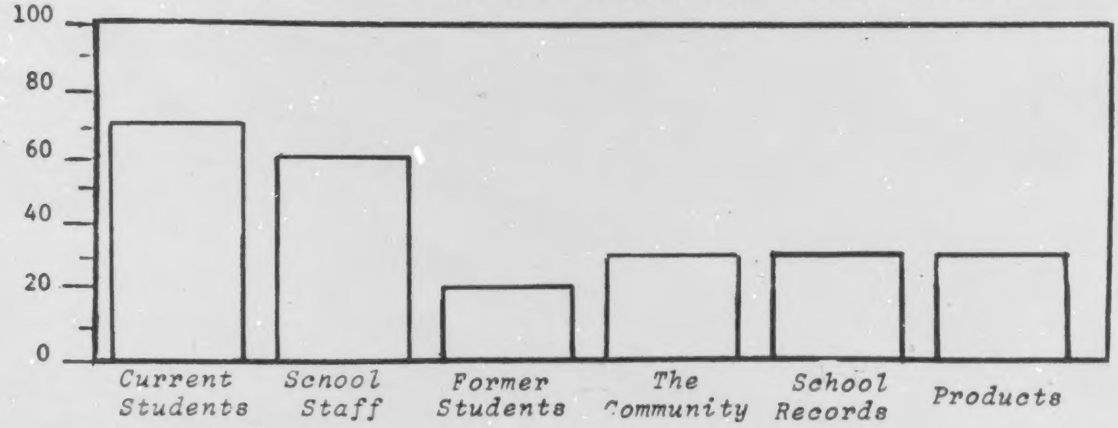
64. INSTRUCTIONAL PROGRAM ASPECTS EVALUATED EXTERNALLY

The remarks made about the previous chart are applicable here as well.

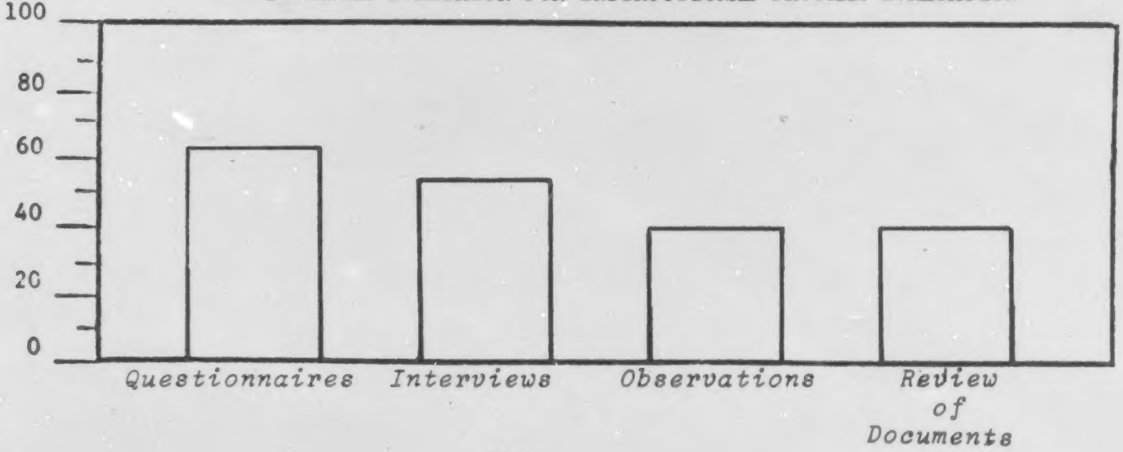
65. DATA SOURCES USED BY
INTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM EVALUATION



66. DATA SOURCES USED BY
EXTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM EVALUATION



67. DATA COLLECTION TECHNIQUES USED BY
INTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM EVALUATION



D. Data Sources

65. DATA SOURCES USED BY INTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM EVALUATION

The data sources used by internal and external evaluators can be compared and contrasted by examining this chart and the one following. While there are some differences, none appear noteworthy.

Both kinds of evaluators draw on a variety of data sources. This is directly in keeping with the formative emphasis of instructional program assessment described earlier. This chart confirms the earlier observation that both internal and external evaluators are more actively engaged in assessing project activities than in assessing student outcomes.

66. DATA SOURCES USED BY EXTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM EVALUATION

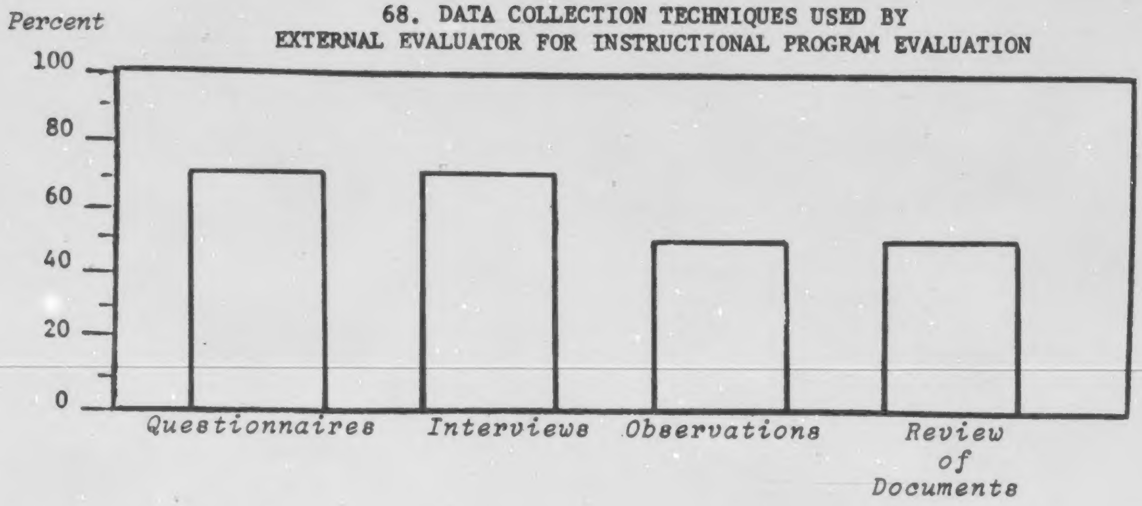
The remarks made about the preceding chart apply here as well.

E. Data Collection Techniques

67. DATA COLLECTION TECHNIQUES USED BY INTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM EVALUATION

The techniques used by internal and external evaluators to collect data for assessing the instructional program (in contrast to techniques for assessing project activities) can be compared by examining this chart and the one following it. In both cases, the use of questionnaires and interviews exceeds the use of observations and the review of documents. There is something to be said for using a balanced array of techniques since their purposes differ somewhat. For example, questionnaires are the most efficient technique for surveying large numbers of people while interviews are more suitable for getting depth information from a small number of informers. Observations probably yield the most accurate information but only for the few settings in which they can be afforded. Document review is an efficient way to get a project overview and to sample products, but that method cannot establish what is actually being done from day to day in the project. There seems to be no appreciable differences between the techniques used by internal and external evaluators.

68. DATA COLLECTION TECHNIQUES USED BY EXTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM EVALUATION



68. DATA COLLECTION TECHNIQUES USED BY EXTERNAL EVALUATOR FOR INSTRUCTIONAL PROGRAM EVALUATION

The remarks made about the preceding chart apply here as well.

APPENDIX A

Excerpt from Career Education: Programs and Progress

APPENDIX A

Excerpt from Career Education: Programs and Progress[1]

Part One: Reviewing the Past

As with most broad-based social movements, one cannot point to a time when career education "began." The Office of Education (OE) role, however, does have a convenient starting point. For in January, 1971 speaking before the convention of the National Association of Secondary School Principals in Houston, Commissioner of Education Sidney P. Marland first charged the educational community with the task of bridging the gap between the worlds of education and work. "Career Education Now" was the title of both the speech and the goal, and while the address was being delivered, OE was focusing its energies on turning that goal into plans and plans into programs.

While the term "career education" provided a banner and a focus, OE activity in meeting Dr. Marland's charge had actually started over a year before with the funding of fifty kindergarten through grade 14 examplary projects under the authority of the Vocational Education Amendments of 1968 (VEA)-Part D. An emphasis on career education awareness and on exploration, skill training, and career counseling and guidance - so much a part of current career education efforts - was incorporated into each of these projects.

Within 6 months of Marland's speech, the OE career education effort had multiplied several fold. Most importantly, OE initiated the support of four career education models. The School-Based Career Education Model, an attempt to design and implement a coordinated, comprehensive K-12 career education program, was begun in six local school systems. Feasibility studies were also undertaken for an Employer-Based Career Education Model, aimed at providing an alternative, employer controlled, educational program for 13-18 year-olds. The Home-Community Based Model, designed to improve the career options of out-of-school adults, and the Rural-Residential Model (designed to improve the career chances of disadvantaged rural families through a program of residential living and training) were also started in Fiscal Year (FY) 1971.[2] FY 1971 further witnessed the conceptual development of the fifteen occupational clusters, a categorization of the more than 20,000 jobs listed in the Dictionary of Occupational Titles. Funds for curriculum development in five of the clusters were also awarded under VEA, Part I. A critical step in translating work reality into educational relevancy had thus been taken.

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[1] Career Education: Programs & Progress, pp. 1-6. Office of Career Education; U.S. Office of Education. April, 1974.

The pace of OE career education efforts quickened in FY 1972. Support for the career education models increased to $15.0 million and four Employer Base sites became operational. The curriculum effort, in addition to its support for cluster development, awarded contracts to design general career education curriculum for grades K-6 and a series of preschool films entitled "The Kingdom of Could Be You," exploring the clusters.

Other OE programs also increased their attention to career education. An additional fifty career education "mini-models," similar to those funded under VEA, Part D, were started under the authority of VEA, Part C. In higher education, the Developing Institutions and Cooperative Education programs began to explore the meaning of career education for postsecondary institutions. The Bureau of Education for the Handicapped increasingly supported career education initiatives aimed at displaying to educators and non-educators alike the diversity of careers for which handicapped students can prepare and in which they can excel. Staff development in career education received emphasis under Part F of the Education Professions Development Act (EPDA), and ongoing activities under various vocational education authorities continued to improve vocational education as a key component of career education.

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[2] Most discretionary OE programs operate on a "forward-funding" basis. Thus, activities funded in FY 1970 took place during the 1970-71 school year, FY 1971 funded activities during the 1971-72 school year, etc.

With the passage of the Education Amendments at the very end of FY 1972, additional activities affecting career education were set into motion. The Amendments created the National Institute of Education (NIE) to become the research and development thrust of the Federal educational effort. Also established was the post of Assistant Secretary for Education (ASE) with responsibility over the Education Division (OE plus NIE). The Amendments further recognized the need to increase support for the improvement of postsecondary education, this resulting in the creation at the ASE level of a Fund for the Improvement of Postsecondary Education. Within OE, the law established a Bureau of Occupational and Adult Education with its own Deputy Commissioner and specific responsibility for numerous vocational, technical, occupational, manpower, and adult programs.

The implications for career education of all of these changes began to become clear as FY 1973 got underway. In August, the four career education models were transferred to NIE. Also transferred were all of the ERIC clearinghouses, including the two dealing with adult and vocational and technical education. NIE has since combined these latter two as part of a Career Education Clearinghouse and developed its own "Forward Plan for Career Education Research and Development."[3] The summer of 1973 also witnessed the first set of postsecondary awards by the Fund for the Improvement of Postsecondary Education. While not a specific focus, career education was indirectly addressed through the attention given to nontraditional learning, competency-based teaching and learning, and career and educational information systems.[4]

For its part, OE continued to support and advance career education in FY 1973. The new Bureau of Occupational and Adult Education began to take shape in January 1973 with confirmation of Dr. William Pierce as its Deputy Commissioner. Also of considerable significance was the creation in May 1973, of a Center for Career Education, within the Bureau, the first discrete career education organizational unit within OE.[5]

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[3] Information on NIE career education activities can be obtained from Corinne Reider, Assistant Director, Career Education Program, Room 600 Brown Building, 1200 19th Street, N.W., Washington, D.C. 20208.

[4] Information on activities of the Fund can be obtained from Dr. Virginia Smith, Director, Fund for the Improvement of Postsecondary Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

[5] The reorganization of the Office of Education in November 1973, resulted in the incorporation of the Center for Career Education into the Office of Career Education. The Center is now called the Division of Career Education Programs.

The Center for Career Education was given a dual charge of "administering assigned programs of grants and contracts" and "coordinating all career education programs within the Office of Education." To accomplish the first task, the Administration requested $14 million in FY 1974 funds under authority of the Cooperative Research Act to allow the Center to conduct career education installation and developmental assistance activities. These funds would have established the first OE program solely devoted to career education since other programs supporting career education can only do so to the extent consistent with their legislation. The Congress subsequently disapproved this request. The Center for Career Education was able, however, to make considerable progress in accomplishing its coordination tasks. Beginning in July 1973, it met with representatives of all OE units to determine the extent and nature of their support for career education in the Fiscal Year which had just ended (Fiscal Year 1973). The following analysis is a product of this coordination effort. The Center also prepared a revised plan of activities which will be conducted using salary and expense (S&E) funds.

Since Dr. Sidney Marland publicly advanced the idea of career education (January 1971), OE has sought to avoid a prescriptive and premature definition which might stifle the creativity and diversity necessary for the development of this broad concept. Accordingly, OE units have neither been encourgaed nor required to conform to a common plan or definition. The result has been a wide range of activities conducted under a variety of legislative authorities.

While such diversity is a source of strength conceptually and programmatically, it makes analysis difficult. Estimates of the total OE effort in career education thus vary immensely, depending on how one answers the question: what do you mean by career education? Any attempt to realistically analyze career education activities thus requires at least some agreement on what is meant by the term. Consequently, the Center for Career Education developed a set of criteria which separated OE activities into two categories:

1) Comprehensive Career Education Projects--Those activities which, for all students in the educational levels served, seek to: (1) Develop and expand career awareness; (2) provide opportunities for exploration and/or skill attainment in careers of their choice; (3) provide career-oriented guidance and counseling; (4) provide career placement services; (5) improve cognitive and affective performance through restructuring the curriculum around a career development theme; and (6) provide training for educational personnel to enable them to meet the preceding objectives.

2) Career Education Support System Projects--Those activities which contain one or more of the following as their only objective(s), to: (1) Provide training for educational personnel to improve their capability to design, operate and/or evaluate one or more aspects of a Comprehensive Career Education Project; (2) design, develop, test,

demonstrate, or disseminate career education curriculum materials; or (3) design, develop, test, demonstrate, or disseminate career education management materials (e.g., case studies, evaluative designs, etc.).

Thus, Comprehensive Career Education Projects are operational models serving students in various grade levels while Career Education Support System Projects indirectly serve students through the development of materials and staff training.

Question: How much money did OE spend on career education in FY 1973?

Answer: In FY 1973 OE spent $43,242,028 in support of career education. These funds represent activity in 947 projects in 16 discrete programs authorized under 6 separate pieces of legislation (see Table 1). Of all funds expended, 71.5 percent were authorized under vocational education authorities. As the Table shows, many programs fund both Comprehensive and Support projects.

Question: What kinds of career education activities are these funds supporting?

Answer: The Comprehensive and Support categories described above indicate the general types of career education efforts undertaken by OE. Specific descriptions of major programs listed in Table 1 are included in the next section of this report. Most OE career education efforts are aimed at assisting States, local school systems, and colleges and universities in designing and/or operating career education programs, training staff, developing curricula, or otherwise implementing career education for their students. A small number of research activities are also supported. Figure 1 displays these general types of efforts. It should be kept in mind that, due to forward-funding, most of these activities are taking place during the 1973-74 school year.

TABLE 1

U.S. OFFICE OF EDUCATION
CAREER EDUCATION ACTIVITY BY TYPE AND LEGISLATIVE AUTHORITY
- FISCAL YEAR 1973 -

OE Bureau and Legislative Authority	Type of Career Education Activity: Comprehensive CE	CE Support	OE Bureau and Legislative Authority Totals
OCCUPATIONAL AND ADULT EDUCATION			
VEA Part C (discretionary)	44/$ 7,255,631	10/$ 1,248,145	54/$ 8,503,776
VEA Part C (State Grant)*	-------	108/ 1,800,000	108/ 1,800,000
VEA Part D (discretionary)	61/ 8,377,724	1/ 50,000	62/ 8,427,724
VEA Part D (State Grant)*	18/ 400,000	345/ 7,600,000	364/ 8,000,000
VEA Part I	1/ 262,985	25/ 3,286,295	26/ 3,549,280
MDTA	1/ 399,439	-------	1/ 399,439
EPDA Part D	-------	3/ 175,560	3/ 175,560
EPDA Part F (Sec.553,554)	1/ 10,538	30/ 642,916	31/ 653,454
EPDA (Sec. 504 (a))	-------	1/ 20,000	1/ 20,000
Subtotal:	126/$16,706,317	523/$14,822,916	650/$31,529,233
POSTSECONDARY EDUCATION:			
HEA, Title III	-------	30/$ 4,756,500	30/$ 4,756,500
HEA, Title IV-D	-------	127/ 3,699,000	127/ 3,699,000
EPDA Part E	-------	3/ 53,000	3/ 53,000
Subtotal:	-------	160/$ 8,508,500	160/$ 8,508,500
SCHOOL SYSTEMS:			
ESEA Title III (Sec.306)	3/$ 521,300	1/$ 49,995	4/$ 571,295
ESEA Title III (State)**	9/ 447,000	2/ 136,000	11/ 583,000
EHA Part D**	60/ 1,000,000	60/ 1,000,000	120/ 2,000,000
EHA Part F	-------	1/ 50,000	1/ 50,000
Subtotal:	72/$ 1,968,300	64/$ 1,235,000	136/$ 3,204,295
GRAND TOTAL FOR ALL ACTIVITY:	198/$18,674,617	747/$24,567,411	947/$43,242,028

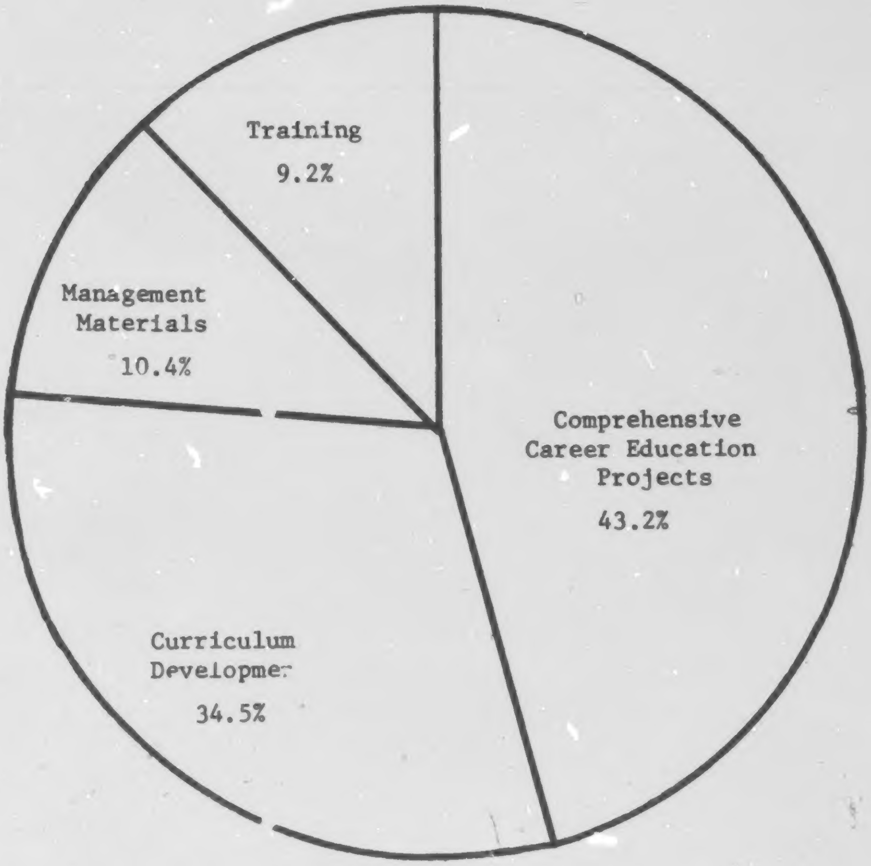
Footnotes: *Figures are estimates based on FY72 activity. FY73 data are not yet available.

**Figures are estimates. States are not required to submit data according to OE Career Education Criteria.

Key: Each data entry contains: #Projects/FY73 $ Expended
VEA: Vocational Education Amendments of 1968
MDTA: Manpower Development and Training Act
EPDA: Education Professions Development Act
HEA: Higher Education Act
ESEA: Elementary and Secondary Education Act
EHA: Education of the Handicapped Act

FIGURE 1

PER CENT OF FY 1973 CAREER EDUCATION FUNDS SPENT IN DIFFERENT AREAS OF EFFORT



APPENDIX B

Career Education Project Director's Interview Guides

Version I

Version II

Version III

POLICY STUDIES IN EDUCATION
52 VANDERBILT AVENUE • NEW YORK N.Y. 10017 • 212 • 684 • 6940

CAREER EDUCATION PROJECT DIRECTOR'S INTERVIEW GUIDE

Version I

Date ____________________

Conference # ____________

PLEASE PRINT

I. IDENTIFYING INFORMATION

Name of School District ______________________________

____

Address of School District ______________________________

____

City ____________ State ____________ Zip ____________

Phone Number of School District (   ) ______________________

Name of Superintendent ______________________________

Name of Career Education Project ______________________________

____

Address of Career Education Project ______________________________

____

City ____________ State ____________ Zip ____________

Phone Number of Career Education Project (   ) ______________________

Name of Career Education Project Director ______________________________

____

Phone Number (if different from above) (   ) ______________________

Your Name (if you are not Project Director) ______________________________

____

Title (if not Project Director) ______________________________

II. THE SCHOOL DISTRICT. The following questions refer to the district as a whole, not just the area or segment in which the Career Education project operates. Give approximate figures for 1973-74.

1. What is the approximate total population of the school district?

____

If unknown, estimate the range. (Circle)

Less than 2,500	100,000 - 499,999
2,500 - 9,999	500,000 - 999,999
10,000 - 24,999	Over 1,000,000
25,000 - 99,999	

2. What type of area does the district serve? (Circle)

Rural Small town Suburban Urban

3. Approximately what percentage of the students in the district represent the following groups: (These percentages should total 100%.)

_____% American Indian
_____% Black
_____% Mexican American
_____% Oriental
_____% Puerto Rican
_____% Spanish Surname
_____% White
_____% Other
_____% Total (If not 100%, revise.)

4. Approximately what percentage of the students in the district area are from families whose total annual income falls in the following ranges: (These percentages should total 100%.)

_____% Under $ 5,000
_____% $ 5,000 - 9,999
_____% 10,000 - 14,999
_____% 15,000 - 19,999
_____% 20,000 or more
_____% Total (If not 100%, revise.)

5. Approximately what percentage of the students in the district are children of: (These percentages should total 100%.)

_____% White collar workers
_____% Blue collar workers
_____% Farmers
_____% Welfare/itinerant/not regularly employed persons
_____% Total (If not 100%, revise.)

6. Approximate number of schools ____________

Grades included (Circle) K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

7. Approximate number of students ____________

8. Approximate number of full-time certificated staff (such as teachers, administrators, counselors)____________

9. Approximate annual per pupil total expenditure for all purposes ____________

III. THE CAREER EDUCATION PROJECT

A. DESCRIPTION OF PROJECT

Length of Project

10. In which school year did your project begin? (Check one)

_____1968-69	_____1971-72
_____1969-70	_____1972-73
_____1970-71	_____1973-74

As you continue to make notes about your career education project, please be sure to distinguish among the following three time periods:

- The term first year refers to the first school year your project began--the year you checked above.
- The term this year refers to the school year 1973-74, the school year ending June, 1974.
- The term next year refers to the school year 1974-75, the school year ending June, 1975.

Project Financing

11. Approximately what amount of funding has the project received from each of the following sources?

	First Year	This Year	Next Year
Federal VEA	$________	$________	$________
Title III	________	________	________
Other (Specify) ________	________	________	________
State	________	________	________
Local	________	________	________
Total	________	________	________

12. Please estimate the approximate percent of project funds budgeted this year (1973-74) in each of the following categories:

_____% Project Staff Salaries
_____% Compensation for School Staff Participation in Training
_____% School Staff Training Materials
_____% Curriculum Materials for Classroom Use
_____% Consultants
_____% Travel
_____% Evaluation
_____% General Office Supplies
_____% Other (Specify)______________________________
_____% Total (If not 100%, revise.)

Project Staff

13. Starting with the Project Director, please list each professional position, the time allotted to the position, the number of staff holding the position, and the staff's background. (For this year's staff.)

Staff Position	Full-time(F) or Part-time(P) (Circle)	Number of Staff Holding Position	Former Position (See Code)	Former Subject (See Code)	Hired From Within (W) or Outside (O) the District (Circle)
1. ______	F or P	______	______	______	W or O
2. ______	F or P	______	______	______	W or O
3. ______	F or P	______	______	______	W or O
4. ______	F or P	______	______	______	W or O
5. ______	F or P	______	______	______	W or O
6. ______	F or P	______	______	______	W or O
7. ______	F or P	______	______	______	W or O
8. ______	F or P	______	______	______	W or O
9. ______	F or P	______	______	______	W or O
*10. ______	F or P	______	______	______	W or O

Code for Former Position

1. Administrator
2. Elementary School Teacher
3. Secondary School Teacher
4. Guidance Counselor
5. Area Specialist
6. Other

Code for Former Subject Area if Teacher

1. Elementary self-contained classroom
2. Art
3. Business and Office Education
4. Distributive Education
5. Driver Education
6. Foreign Languages
7. Health Education
8. Home Economics
9. Industrial Arts
10. Language Arts/Reading/English
11. Mathematics
12. Music
13. Physical Education
14. Science
15. Social Studies
16. Special Education
17. Trades and Industry
18. Vocational Agriculture
19. Other

* If there are more than 10 positions this year, please continue on back of this page.

Number of Schools Served

14. How many of the schools in the school district are served directly by your career education project?

	First Year	This Year	Next Year
Elementary Schools	____	____	____
Middle Schools	____	____	____
Junior High Schools	____	____	____
Senior High Schools	____	____	____
Vocational Schools	____	____	____
Other (Specify type and grade levels)	____	____	____

15. For the schools served directly by your career education project this year, please specify the grade levels, number of students, and number of certificated school staff.

	Grade Level (Circle)	Number of Students	Number of Certificated School Staff
Elementary Schools	K 1 2 3 4 5 6 7 8 9 10 11 12	____	____
Middle Schools	K 1 2 3 4 5 6 7 8 9 10 11 12	____	____
Junior High Schools	K 1 2 3 4 5 6 7 8 9 10 11 12	____	____
Senior High Schools	K 1 2 3 4 5 6 7 8 9 10 11 12	____	____
Vocational Schools	K 1 2 3 4 5 6 7 8 9 10 11 12	____	____
Other (Specify type and grade levels)	K 1 2 3 4 5 6 7 8 9 10 11 12 13 14	____	____

Populations Served Directly by Project Staff

16. With which groups does the project staff work directly? Approximately what percent of its time does the project staff spend working directly with each group?

Direct Work With (Check)				Percent of Time		
First Year	This Year	Next Year		First Year	This Year	Next Year
____	____	____	Central Office Staff	____%	____%	____%
____	____	____	Elementary School Staff	____%	____%	____%
____	____	____	Middle School Staff	____%	____%	____%
____	____	____	Junior High School Staff	____%	____%	____%
____	____	____	Senior High School Staff	____%	____%	____%
____	____	____	Community	____%	____%	____%

17. Rank each of the following groups in terms of the amount of time the project staff spends working directly with each group. Use #1 for "most often" and #4 for "least often."

_____ Administrators
_____ Teachers
_____ Guidance Counselors
_____ Librarians

18. Does your project have an Advisory Committee? ________________
(Official Title?)

If so, what is its size and composition?

Size
(Circle)

1 - 5 members
6 - 10 members
11 - 15 members
16 - 20 members
More than 20 members

Composition
(Circle)

Central Office Staff
Principals
Teachers
Librarians
Guidance Counselors
Parents
Public at Large
Organization/Agency Representatives
Employers
Union Leaders

Project Activities: Training

	First Year	This Year	Next Year
19. Who trains? (Check)			
Project Staff	____	____	____
Local School Staff	____	____	____
Consultants			
From Other School Districts	____	____	____
From Higher Education Institutions	____	____	____
From Non-School Organizations/ agencies	____	____	____
Others	____	____	____

Which one of the above groups has conducted the majority of your training? (Circle one above.)

20. Percent in School District Oriented/Trained?

	Oriented (Less than 10 hours)	Trained (10 hours or more)
Administrators	_______%	_______%
Teachers, librarians, and counselors	_______%	_______%

21. What was the content of the training activity? (Check)

_____ Orientation to Career Education
_____ World of Work
_____ Community Resources Available
_____ Curriculum Development
_____ Materials Selection
_____ Teaching Techniques
_____ Other (Specify)

____

If more than two areas have been checked, which two content areas above were most frequently covered? (Circle two above.)

22. When are training sessions held? (Check)

_____ Before school
_____ During school
_____ After School
_____ Evenings
_____ Weekends
_____ Summers
_____ Holidays

If more than two types of sessions have been checked, which two types of sessions were most frequently held? (Circle two above.)

23. What training methods are used? (Check)

_____ Lectures
_____ Workshops
_____ Demonstrations
_____ Self-instructional materials
_____ Trips and Visits
_____ Group Discussions with Project Staff
_____ Individual Conferences with Project Staff
_____ Other (Specify)_______________________

If more than three methods have been checked, which three methods are most frequently used? (Circle three above.)

24. What percent of your training materials comes from the following sources?

_____% Locally Developed
_____% Non-commercial
_____% Commercially Published
_____% Other (Specify)_______________________

25. Of the training materials you use, what percent are:

_____% Professional Materials
_____% Student Materials
_____% Other (Specify)_______________________

26. What is the primary form of compensation for in-service training? (Circle)

Paid attendance
Salary credit
College credit
No compensation (released time)

ANY CHANGES?

Using Community Resources

27. Does your project staff do any of the following? (Check)

Publish a Catalog of:

_____ Community speakers
_____ Community trips
_____ Community materials
_____ Student work sites
_____ School staff work sites
_____ Other (Specify)____________________

Arrange for:

_____ Community speakers
_____ Community trips
_____ Community materials
_____ Student work sites
_____ School staff work sites
_____ Other (Specify)____________________

If more than two types of resources are checked, which two resources are most frequently arranged for? (Circle two above.)

Public Relations and Information Within the School District

28. How does your project staff share information about the project within the district? (Check)

_____ Speak at meetings
_____ Send newsletters
_____ Invite visitors
_____ Submit news items to radio, television, or newspapers
_____ Other (Specify)______________________

If more than two approaches are checked, which two approaches are most frequently used? (Circle two above.)

29. For what community groups does your project provide information? (Check)

_____ Parents
_____ Employers
_____ Union Leaders
_____ Organizations/Agencies
_____ Other (Specify)______________________

If more than two groups are checked, which two groups are most often informed? (Circle two above.)

30. How does your project disseminate information to other projects, professional groups, and other groups outside the district? (Check)

____ Attend meetings
____ Send newsletters
____ Send locally-developed curriculum materials
____ Invite visitors/observers
____ Other (Specify) ____________________

If more than two approaches are checked, which two approaches are most frequently used? (Circle two above.)

ANY CHANGES:

B. DESCRIPTION OF SCHOOL INSTRUCTIONAL PROGRAM

Staff

31. What staff carries out career education instruction in your district? (Check)

____ Regular classroom teachers
____ Specially designated "career education" classroom teachers
____ Guidance Counselors in the classroom
____ Guidance Counselors outside the classroom
____ Other (Specify) ____________________

32. Approximately what percent of each of the following groups actively participates in career education:

First Year	This Year	Next Year	
____%	____%	____%	Elementary School Staff
____%	____%	____%	Middle School Staff
____%	____%	____%	Junior High School Staff
____%	____%	____%	Senior High School Staff

Students

33. Students of which ability levels are served? (Check)

____ Gifted
____ Above average performance
____ Average performance
____ Below average performance
____ Handicapped
____ Disadvantaged

34. Students of which groups are served? (Check)

_____ American Indian
_____ Black
_____ Mexican American
_____ Oriental
_____ Puerto Rican
_____ Spanish Surname
_____ White
_____ Other

35. Post-secondary plans of students served: (Check)

_____ Non-College Bound
_____ College Bound

Content

36. How do you define career education?

____

____

____

37. Are your career education goals broadly expressed (e.g., career awareness) or are they spelled out in terms of detailed student behaviors (e.g., the student will be able to name the 15 USOE career clusters and give 3 jobs in each one)? (Check)

_____ Broad
_____ Detailed

38. What is the source of your goals and objectives? (Check)

_____ National Publications (CCEM, AIR, Etc.)
_____ Locally developed
_____ Other (Specify)____________________________

39. Are any of these the goals of your project? (Check)

_____ Every student will graduate from high school with a salable skill.
_____ Every high school graduate will enter further education or immediate employment.
_____ Every high school graduate will have made a tentative career choice.

40. What are the other major goals of your project?

____
____
____
____
____
____
____
____

41. With which aspects of life does your project deal?

____

____

____

42. How does career education relate to vocational education in your project? (Check one.)

_____ Precedes vocational education
_____ Parallels vocational education
_____ Contains vocational education
_____ Replaces vocational education
_____ Is an alternative to vocational education

43. How does the content of career education differ from what is in the regular curriculum?

____

____

____

____

____

____

Methods

44. Do the methods used to teach about careers differ from those used to teach about other matters? (Circle)

Yes

No

45. What teaching methods are more often in career education than in the regular curriculum? (Check)

_____ Lecture
_____ Demonstration
_____ Recitation
_____ Discussion
_____ Student projects
_____ Hands-on experiences
_____ Testing and review
_____ Other (Specify)

____

____

46. How is career education related
to the regular curriculum? (Check)

ELEMENTARY

a. Is it:

__✓__Separate
____Infused or integrated
If infused, in what subject areas?

____

____

____

b. Is it:

____Additional content
____Replacement content
What is replaced?

____

____

SECONDARY

a. Is it:

____Separate
____Infused or integrated
____ If infused, in what subject areas?

____

____

____

b. Is it:

____Additional content
____Replacement Content
What is replaced?

____

____

ANY CHANGES?

Materials

47. Does the project staff or school staff do any of the following? (Check)

	Project Staff	School Staff
Develop curriculum guides or student materials	______	______
Identify or recommend curriculum guides or student materials	______	______
Purchase curriculum guides or student materials for the schools	______	______
Loan and circulate curriculum guides or student materials	______	______

48. What percent of the career education instructional materials comes from the following sources?

_____% Locally Developed
_____% Non-commercial
_____% Commercially Published
_____% Other (Specify)

49. What percent of the career education instructional materials used are:

___% Student Materials
___% Teacher Materials

Of the student materials, what percentage are:

___% Elementary
___% Middle
___% Junior High
___% Senior High

Of the teacher materials what percentage are:

___% Elementary
___% Middle
___% Junior High
___% Senior High

50. What percent of your career education instructional materials are in each of these media?

_____% Print
_____% Audio-Visual
_____% Other (Specify)

____

51. Of the career education instructional materials used this year, what percent were developed in 1970 or before and what percent were developed since 1970?

_____% Developed in 1970 or before
_____% Developed since 1970

52. What have you developed that you could send to others?

ITEM: ______________________________

____

Medium ______________ Length ______________

Audience ______________ Grade level ______________

ITEM: ______________________________

____

Medium ______________ Length ______________

Audience ______________ Grade level ______________

ITEM: ______________________________

____

Medium ______________ Length ______________

Audience ______________ Grade level ______________

53. What are the two non-locally developed curriculum materials you have used most often?

____

____

____

____

Scheduling

54. What percent of career education activities are scheduled:

_____% Before school
_____% During school
_____% After school (Until 6 p.m.)
_____% Evenings (After 6 p.m.)
_____% Weekends
_____% Summers

Facilities

55. What percent of career education activities take place:

_____% In the school
_____% At places of employment
_____% Elsewhere in the community

EVALUATION

Project

56. What kind(s) of project evaluation has been conducted? (Check)

_____ Internal
_____ External

If you have had an external evaluation, what type of evaluator was employed? (Check)

_____ University
_____ Single Consultant
_____ Private Agency
_____ State Department
_____ Federal Agency
_____ Other

57. What project activities have been evaluated? (Check)

	Internal	External
Project financing	___	___
Project staff	___	___
Number of schools served	___	___
Populations served	___	___
Training of staff	___	___
Curriculum materials services	___	___
Acquisition and use of Community resources	___	___
Public relations and information within school district	___	___
Dissemination of information outside school district	___	___

58. What data sources were used in conducting the evaluation? (Check)

	Internal	External
Project Staff	___	___
School Staff	___	___
Students	___	___
Community (parents, employers)	___	___
Project Records	___	___
Products	___	___

59. What data collection techniques were used in conducting the evaluation? (Check)

	Internal	External
Site visits		
Interviews	____	____
Observations	____	____
Questionnaires	____	____
Review of Documents	____	____

School Instructional Program

60. What kind(s) of school instructional program evaluation has been conducted? (Check)

_____ Internal
_____ External

61. If you have had an external evaluation, what type of evaluator was employed?

_____ University
_____ Single Consultant
_____ Private Agency
_____ State Department
_____ Federal Agency
_____ Other

62. What aspects of your school instructional program have been evaluated? (Check)

	Internal	External
Acceptability of career education to:		
Central Office Staff	____	____
Principals	____	____
Teachers	____	____
Librarians	____	____
Guidance Counselors	____	____
Community	____	____
Students	____	____
Implementation		
Extent of Implementation	____	____
Quality of Implementation	____	____
Effect on Pupil Learning and Behavior		
Career Curriculum	____	____
Regular Curriculum	____	____

63. What data sources were used in conducting the evaluation? (Check)

	Internal	External
School Staff		
Current Students		
Former Students		
Community (parents, employers)		
School Records		
Products		

64. What data collection techniques were used in conducting the evaluation? (Check)

	Internal	External
Site Visits		
Interviews		
Observations		
Questionnaires and Tests		
Review of Documents		

ANY CHANGES?

SUMMARY

1. What aspect of your project would merit a more detailed description?

Staff Development ____________________

____

____

____

Curriculum
Elementary ____________________

____

Junior High ____________________

____

Senior High ____________________

____

Guidance/Placement ____________________

____

____

____

Community Involvement ____________________

____

____

____

2. If I were a new teacher in your district, what materials or other forms of help could I get? ____________________

____

____

____

____

____

3. What have you done that you would strongly recommend to other project directors?

____

____

____

____

____

____

POLICY STUDIES IN EDUCATION
52 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 684 • 6940

CAREER EDUCATION PROJECT DIRECTOR'S INTERVIEW GUIDE

Version II

Date______________

Conference #________

I. IDENTIFYING INFORMATION

Name of School District______________________________

____

Name of Superintendent_______________________________

Address of School District___________________________

____

City______________ ____State______________ ____Zip__________

Phone Number of School District__(   )__________________

Name of Career Education Project______________________

____

Address of Career Education Project___________________

____

City________________State________________Zip__________

Phone Number of Career Education Project__(   )__________

Name of Career Education Project Director______________

____

Phone Number (if different from above)__(   )__________

Your Name (if you are not Project Director)____________

____

Title (if not Project Director)_______________________

A DEPARTMENT OF EDUCATIONAL RESEARCH COUNCIL OF AMERICA

II. THE SCHOOL DISTRICT.

The following questions refer to the district as a whole, not just the area or segment in which the Career Education project operates. Give approximate figures for 1973-74.

1. Approximate number of students

_____elementary
_____middle
_____junior high
_____senior high
_____other (specify)_____________________

2. Approximate number of full-time certificated staff (such as teachers, administrators, counselors)____________

3. Approximate annual per pupil total expenditure for all purposes_____

4. Approximate number of schools

Approximate number of schools	Grades Included (Circle)
_____elementary schools	K 1 2 3 4 5 6 7 8 9 10 11 12
_____middle schools	K 1 2 3 4 5 6 7 8 9 10 11 12
_____junior high schools	K 1 2 3 4 5 6 7 8 9 10 11 12
_____senior high schools	K 1 2 3 4 5 6 7 8 9 10 11 12
_____vocational schools	K 1 2 3 4 5 6 7 8 9 10 11 12

_____other (specify type and grade levels)____

____

_____Total number of schools

5. What type of area does the district serve?

_____rural
_____small town
_____suburban
_____urban

6. What is the total (adult and student) population of the school district?

_____less than 2,500
_____ 2,500 - 9,999
_____ 10,000 - 24,999
_____ 25,000 - 99,999
_____ 100,000 - 499,999
_____ 500,000 - 999,999
_____ Over 1,000,000

7. Approximately what percentage of the students in the district are children of: (These percentages should total 100%.)

_____% white collar
_____% blue collar
_____% farmers
_____% welfare/itinerant/not regularly employed persons
_____% total (If not 100%, revise.)

8. Approximately what percentage of the students in the district are from families whose total annual income falls in the following ranges. (These percentages should total 100%.)

_____% under $ 5,000
_____% $ 5,000 - 9,999
_____% 10,000 - 14,999
_____% 15,000 - 19,999
_____% 20,000 or more
_____% total (If not 100%, revise.)

9. Approximately what percentage of the students in the district represent the following groups: (These percentages should total 100%.)

_____% American Indian
_____% Black
_____% Mexican American
_____% Oriental
_____% Puerto Rican
_____% Spanish Surname
_____% White
_____% Other (please specify)________________________
_____% Total (If not 100%, revise.)

10. Describe any special features of your school district which have had a significant effect on your Career Education Project.

____

____

____

III. THE CAREER EDUCATION PROJECT

A. DESCRIPTION OF PROJECT

Length of Project

11. In which school year did your project begin? (Check one.)

_____1968-69
_____1969-70
_____1970-71
_____1971-72
_____1972-73
_____1973-74

As you continue to make notes about your career education project, please be sure to distinguish among the following three time periods:

- The term first year refers to the first school year your project began--the year you checked above.
- The term this year refers to the school year 1973-74, the school year ending June, 1974.
- The term next year refers to the school year 1974-75, the school year ending June, 1975.

Project Financing

12. Approximately what amount of funding has the project received from each of the following sources?

	First Year	This Year	Next Year
Federal			
VEA Part C	$_____	$_____	$_____
VEA Part D	_____	_____	_____
Other	_____	_____	_____
State			
VEA Part C	_____	_____	_____
VEA Part D	_____	_____	_____
Other	_____	_____	_____
Local	_____	_____	_____
Total	_____	_____	_____

13. Please estimate the approximate percent of project funds budgeted this year (1973-74) in each of the following categories:

_____% Project Staff Salaries
_____% Compensation for Staff Development Participants
_____% Curriculum Materials for Student Classroom use
_____% School Staff Training Materials
_____% Consultants
_____% Travel
_____% Evaluation
_____% Other (Specify)____
_____% Total (If not 100%, revise.)

Project Staff

14. How many professional staff members does the project employ?

First Year	This Year	Next Year
____Full-time	____Full-time	____Full-time
____Part-time	____Part-time	____Part-time

15. How many of your staff were hired from outside the school district to join the project? ________

16. Starting with the Project Director, please list each professional position, the number of staff holding the position, and the staff's background. (For this year's staff.)

	Staff Position	Number of staff holding position	Former Position (See code)	Former Subject (See code)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

*If there are more than 10 positions this year, please continue on back of this page.

Code for Former Position

1. Administrator
2. Elementary School Teacher
3. Secondary School Teacher
4. Guidance Counselor
5. Area Specialist
6. Other

Code for Former Subject Area if Teacher

1. Elementary self-contained classroom
2. Art
3. Business and Office Education
4. Distributive Education
5. Driver Education
6. Foreign Languages
7. Health Education
8. Home Economics
9. Industrial Arts
10. Language Arts/Reading/English
11. Mathematics
12. Music
13. Physical Education
14. Science
15. Social Studies
16. Special Education
17. Trades and Industry
18. Vocational Agriculture
19. Other

Number of Schools Served

17. What percent of the schools in the school district are served directly by your career education project?

	First Year	This Year	Next Year
Elementary Schools	______%	______%	______%
Middle Schools	______%	______%	______%
Junior High Schools	______%	______%	______%
Senior High Schools	______%	______%	______%
Vocational Schools	______%	______%	______%
Other (Specify type and grade levels)	______%	______%	______%

Populations Served Directly by Project Staff

18. *Approximately what percent of time does the project staff spend working directly with each of the following groups?

First Year	This Year	Next Year	
____%	____%	____%	Central Office Staff
____%	____%	____%	Elementary Principals
____%	____%	____%	Elementary Teachers
____%	____%	____%	Elementary Librarians
____%	____%	____%	Middle School Principals
____%	____%	____%	Middle School Teachers
____%	____%	____%	Middle School Librarians
____%	____%	____%	Junior High School Principals
____%	____%	____%	Junior High School Teachers
____%	____%	____%	Junior High School Librarians
____%	____%	____%	Junior High School Guidance Counselors
____%	____%	____%	Senior High School Principals
____%	____%	____%	Senior High School Teachers
____%	____%	____%	Senior High School Librarians
			Senior High School Guidance Counselors
____%	____%	____%	Community
____%	____%	____%	Parents
____%	____%	____%	Public At Large
____%	____%	____%	Organizations/Agencies
____%	____%	____%	Employers
____%	____%	____%	Union Leaders

Project Activities: Training

	First Year	This Year	Next Year
19. Who trains? (Check)			
Project Staff	____	____	____
Local School Staff	____	____	____
Consultants/Specialists			
From Other School Districts	____	____	____
From Higher Education Institutions	____	____	____
From Non-School Organizations/ agencies	____	____	____
Others	____	____	____

	Hours First Year		Hours This Year		Hours Next Year	
	-10	+10	-10	+10	-10	+10
20. Percent in School District Oriented/Trained?						
Central Office Staff	___%	___%	___%	___%	___%	___%
Principals	___%	___%	___%	___%	___%	___%
Teachers	___%	___%	___%	___%	___%	___%
Librarians	___%	___%	___%	___%	___%	___%
Guidance Counselors	___%	___%	___%	___%	___%	___%
Community	___%	___%	___%	___%	___%	___%
21. What was the Content of the Training Activity? (Check)						
Orientation to Career Education	___	___	___	___	___	___
World of Work	___	___	___	___	___	___
Community Resources Available	___	___	___	___	___	___
Curriculum Development	___	___	___	___	___	___
Materials Selection	___	___	___	___	___	___
Teaching Techniques	___	___	___	___	___	___
Other (Specify) ___________	___	___	___	___	___	___

22. When are training sessions held? (Check)	First Year	This Year	Next Year
Before school	___	___	___
During school	___	___	___
After school	___	___	___
Evenings	___	___	___
Weekends	___	___	___
Summers	___	___	___
Holidays	___	___	___

23. What Training Methods are used? (Check)	First Year	This Year	Next Year
Lectures	____	____	____
Workshops	____	____	____
Demonstrations	____	____	____
Self-instructional materials	____	____	____
Trips and Visits	____	____	____
Group Discussions with Project Staff	____	____	____
Individual Conferences with Project Staff	____	____	____
Other (Specify)____________ ________________________	____	____	____

24. What percent of your training materials come from the following sources?			
Locally Developed	____%	____%	____%
Non-commercial	____%	____%	____%
Commercially Published	____%	____%	____%
Other (Specify)____________ ________________________	____%	____%	____%

25. Of the training materials you use, what percent are:			
Professional Materials	____%	____%	____%
Student Materials	____%	____%	____%
Other (Specify)____________ ________________________	____%	____%	____%

Curriculum and Material Services

26. Does your project staff do any of the following? (Check)			
Develop curriculum guides or student materials	____	____	____
Identify or recommend curriculum guides or student materials	____	____	____
Purchase curriculum guides or student materials for the schools	____	____	____
Loan and circulate curriculum guides or student materials	____	____	____

27. What have you developed that you could send to others?

ITEM: ______________________________

____

Audience ______________________________

Grade level ________ Medium ________ Lengths ________

ITEM: ______________________________

____

Audience ______________________________

Grade level ________ Medium ________ Lengths ________

ITEM: ______________________________

____

Audience ______________________________

Grade level ________ Medium ________ Lenths ________

28. What are the two non-locally developed curriculum materials you have used most often?

____

____

____

____

Using Community Resources

29. Does your project staff do any of the following? (Check)

	First Year	This Year	Next Year
Identify and Catalogue :			
Community speakers			
Community trips			
Community materials			
Student work sites			
School staff work sites			
Other (Specify)________			
Arrange for:			
Community speakers			
Community trips			
Community materials			
Student work sites			
School staff work sites			
Other (Specify)________			

Public Relations and Information Within the School District

30. How does your project staff share information about the project within the district? (Check)

	First Year	This Year	Next Year
Speak at meetings			
Send newsletters			
Invite visitors/observers			
Submit news items to radio, television, or newspapers			
Other (Specify)________			

31. For what community groups does your project provide information? (Check)

Parents			
Employers			
Union Leaders			
Organizations/Agencies			
Other (Specify)________			

Disseminating Information Outside the School District

32. How does your project disseminate information to other projects, professional groups, and other groups outside the district? (Check)

	First Year	This Year	Next Year
Attend meetings			
Send newsletters			
Send locally-developed curriculum materials			
Invite visitors/observers			
Other (Specify)________			

DESCRIPTION OF SCHOOL INSTRUCTION PROGRAM

Staff

	First Year	This Year	Next Year
33. What staff carries out career education instruction in your district? (Check)			
Regular classroom teachers	____	____	____
Special classroom teachers	____	____	____
Guidance Counselors	____	____	____
Other (Specify)			
____________	____	____	____

34. Approximately what percent of each of the following groups actively participates in career education:

First Year	This Year	Next Year	
____%	____%	____%	Central Office Staff
____%	____%	____%	Elementary Principals
____%	____%	____%	Elementary Teachers
____%	____%	____%	Elementary Librarians
____%	____%	____%	Middle School Principals
____%	____%	____%	Middle School Teachers
____%	____%	____%	Middle School Librarians
____%	____%	____%	Junior High School Principals
____%	____%	____%	Junior High School Teachers
____%	____%	____%	Junior High School Librarians
____%	____%	____%	Junior High School Guidance Counselors
____%	____%	____%	Senior High School Principals
____%	____%	____%	Senior High School Teachers
____%	____%	____%	Senior High School Librarians
____%	____%	____%	Senior High School Guidance Counselors
			Community
____%	____%	____%	Parents
____%	____%	____%	Public At Large
____%	____%	____%	Organizations/Agencies
____%	____%	____%	Employers
____%	____%	____%	Union Leaders

Content

35a. How do you define career education?

____

____

____

____

35b. Are your career education goals broadly expressed (e.g., career awareness) or are they spelled out in terms of detailed student behaviors (e.g., the student will be able to name the 15 USOE career clusters and give 3 jobs in each one)?

______Broad
______Detailed

35c. What is the source of your goals and objectives?

______National Publications (CCEM, AIR, Etc.)
______Locally developed
______Other (Specify)________________________
____

35d. Are any of these the goals of your project? (Check)

______Every student will graduate from high school with a salable skill.
______Every high school graduate will enter further education or immediate employment.
______Every high school graduate will have made a tentative career choice.

35e. With which aspects of life does your project deal?

______Work
______Citizenship
______Family life
______Leisure
______Ethics and morality
______Esthetics
______Other (Specify)____
____

35f. What are the key goals of your project?

____

____

____

____

____

____

35g. How does career education relate to vocational education in your project?

____ Precedes vocational education
____ Parallels vocational education
____ Contains vocational education
____ Replaces vocational education
____ Is an alternative to vocational education

35h. How does the content of career education differ from what is in the regular curriculum?

____

____

____

____

____

____

35i. What components of career education were already in place in your school district when the project began?

____

____

____

____

____

____

Students	First Year	This Year	Next Year
36. Students of which ability levels are served? (Check)			
Gifted			
Above average performance			
Average performance			
Below average performance			
Handicapped			
37. Students of which groups are served? (Check)			
American Indian			
Black			
Mexican American			
Oriental			
Puerto Rican			
Spanish Surname			
White			
Other________________			
38. Post-secondary plans of students served: (Check)			
Non-College Bound			
College Bound			

Scheduling

39. What percent of career education activities are scheduled:

Before school	___%	___%	___%
During school	___%	___%	___%
After school (Until 6 p.m.)	___%	___%	___%
Evenings (after 6 p.m.)	___%	___%	___%
Weekends	___%	___%	___%
Summers	___%	___%	___%

Facilities

40. What percent of career education activities take place:

In the school	___%	___%	___%
At places of employment	___%	___%	___%
Elsewhere in the community	___%	___%	___%

Methods

41. Do the methods used to teach about careers differ from those used to teach about other matters? (Check)

Yes	___	___	___
No	___	___	___

42. What teaching methods are more often in career education than in the regular curriculum? (Check)

	First Year	This Year	Next Year
Lecture	____	____	____
Demonstration	____	____	____
Recitation	____	____	____
Discussion	____	____	____
Student projects or "hands-on" experiences	____	____	____
Testing and review	____	____	____

43. How is career education related to the regular curriculum? (Check)

ELEMENTARY

	First Year	This Year	Next Year
Separate	____	____	____
Infused or integrated	____	____	____
Subject fields infused:			
Art	____	____	____
Business and Office Education	____	____	____
Distributive Education	____	____	____
Driver Education	____	____	____
Foreign Languages	____	____	____
Health Education	____	____	____
Home Economics	____	____	____
Industrial Arts	____	____	____
Language/Arts/Reading/English	____	____	____
Mathematics	____	____	____
Music	____	____	____
Physical Education	____	____	____
Science	____	____	____
Social Studies	____	____	____
Special Education	____	____	____
Trades and Industry	____	____	____
Vocational Agriculture	____	____	____
Other (Specify)________			
____________________	____	____	____
Additional content	____	____	____
Replacement content	____	____	____

What is replaced?

____

____

____

	First Year	This Year	Next Year
SECONDARY			
Separate			
Infused or integrated			
Subject fields infused:			
Art			
Business and Office Education			
Distributive Education			
Driver Education			
Foreign Languages			
Health Education			
Home Economics			
Industrial Arts			
Language/Arts/Reading/ English			
Mathematics			
Music			
Physical Education			
Science			
Social Studies			
Special Education			
Trades and Industry			
Vocational Agriculture			
Other (Specify)________			
Additional content			
Replacement content			

What is replaced?

Materials

	First Year	This Year	Next Year
44. What are the sources of career education instructional materials?			
Locally Developed	___%	___%	___%
Non-commercial	___%	___%	___%
Commercially Published	___%	___%	___%
Other (Specify)			
______________	___%	___%	___%
45. What percent of the career education instructional materials developed locally are:			
Student Materials	___%	___%	___%
Elementary	___%	___%	___%
Middle	___%	___%	___%
Junior High	___%	___%	___%
Senior High	___%	___%	___%
Teacher Materials	___%	___%	___%
Elementary	___%	___%	___%
Middle	___%	___%	___%
Junior High	___%	___%	___%
Senior High	___%	___%	___%
46. What percent of your career education instructional materials are in each of these media?			
Print	___%	___%	___%
Audio-Visual	___%	___%	___%
Other (specify)			
______________	___%	___%	___%

47. Of the career education instructional materials used this year, what percent were developed before 1970 and what % were developed in 1970 or after?

_____% developed before 1970
_____% developed in 1970 or after

EVALUATION

Project

	First Year	This Year	Next Year
48. What kind(s) of project evaluation has been conducted? (Check)			
Internal			
External			
49. If you have had an external evaluation, what type of evaluator was employed?			
University			
Single Consultant			
Private Agency			
State Department			
Federal Agency			
Other			

50. What aspects of your project have been evaluated? (Check)	Internal			External		
	First Year	This Year	Next Year	First Year	This Year	Next Year
Project financing						
Project staff						
Number of schools served						
Populations served						
Project activities						
Training of staff						
Curriculum materials services						
Acquisition and use of Community resources						
Public relations and information within school district						
Dissemination of information outside school district						

51. What data sources were used in conducting the evaluation? (Check)	Internal			External		
	First Year	This Year	Next Year	First Year	This Year	Next Year
Project Staff						
School Staff						
Students						
Community (parents, employers)						
Project Records						
Products						

52. What data collection techniques were used in conducting the evaluation? (Check)	Internal			External		
	First Year	This Year	Next Year	First Year	This Year	Next Year
Site visits						
Interviews						
Observations						
Questionnaires						
Review of Documents						

School Instruction Program

53. What kind(s) of school instruction program evaluation has been conducted? (Check)	First Year	This Year	Next Year
Internal			
External			

54. If you have had an external evaluation, what type of evaluator was employed?	Internal			External		
	First Year	This Year	Next Year	First Year	This Year	Next Year
University						
Single Consultant						
Private Agency						
State Department						
Federal Agency						
Other____________						

55. What aspects of your school instruction program have been evaluated? (Check)

	Internal			External		
	First Year	This Year	Next Year	First Year	This Year	Next Year
Acceptability of career education to:						
Central Office Staff						
Principals						
Teachers						
Librarians						
Guidance Counselors						
Community						
Students						
Implementation						
Extent of Implementation						
Quality of Implementation						
Effect on Pupil Learning and Behavior						
Career Curriculum						
Regular Curriculum						

56. What data sources were used in conducting the evaluation? (Check)

	Internal			External		
	First Year	This Year	Next Year	First Year	This Year	Next Year
School Staff						
Current Students						
Former Students						
Community (parents, employers)						
School Records						
Products						

57. What data collection techniques were used in conducting the evaluation? (Check)

Site Visits						
Interviews						
Observations						
Questionnaires and Tests						
Review of Documents						

POLICY STUDIES IN EDUCATION

52 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 684 • 6940

CAREER EDUCATION PROJECT DIRECTOR'S INTERVIEW GUIDE

Version III

Date ____________________

Conference # ____________

The information on this form will be typed exactly as you write it. No description should be more than two pages, so be as brief as you can. Feel free to copy sections from written materials you have brought if these provide the best answer to a question. Please be as specific as you can in written paragraphs. If you do not know an answer, please put a question mark in the answer space. If a question pertains to a feature your project does not have, please write NA (for not applicable). If you have further questions, please ask. We know it will be difficult to do justice to your project in two pages, but your cooperation will help us report the most important facts. Look at the attached sample report for further examples of things you might include in each section. Please do not use abbreviations.

PLEASE PRINT

Name of Career Education Project ____________________

Name of School District ____________________

Name of Project Director or other contact person: ____________________

His or her title ____________________

His or her complete address
(school, not home address) ____________________

____

____

City, State & ZIP CODE ____________________

Phone Number: Area Code ______ Number ____________________

Your name and title (if different from above) ____________________

____

B-46

Questions 1-4 refer to the district as a whole, not just the area or segment in which the Career Education Project operates. Give approximate figures for 1973-1974.

1. What is the approximate total adult and child population of the school district? .... ________
   If unknown, estimate the range. (Circle)

   Less than 2,500
   2,500-9,999
   10,000-24,999
   25,000-99,999
   100,000-499,999
   500,000-999,999
   Over 1,000,000

2. What type of area does the district serve? (Circle one)

   Rural
   Small Town
   Suburban
   Urban

3. Approximately what percentage of the students in the district represent the following groups: (These percentages should total 100%).

   ____% American Indian
   ____% Black
   ____% Mexican American
   ____% Oriental
   ____% Puerto Rican
   ____% Spanish Surname
   ____% White
   ____% Other
   ____% Total (If not 100%, revise).

4. Approximately what percentage of the students in the district are from families whose total annual income falls in the following ranges: (These percentages should total 100%).

   ____% Under $5,000
   ____% $ 5,000 - 9,000
   ____% 10,000 - 14,000
   ____% 15,000 - 19,999
   ____% 20,000 or more
   ____% Total (If not 100%, revise.)

Answer questions 5 - 11 with information about the schools in the district and about the schools served by the project in 1973-1974. Schools served by the project are those in which project staff have concentrated their time. Do not include those with minimal contact. Give total number of students and staff in schools served by the project, not number within these schools who are teaching or being taught career education.

	District Schools	Project Schools
5. Approximate number of schools:	________	________
6. Grades included:	K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Adult	K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Adult
7. Approximate number of full-time certificated staff (such as teachers, administrators, counselors):	________	________
8. Approximate number of students:	________	________

9. How many years has the career education project been in operation? ______years

10. How many staff does the project have? ______full-time
______part-time

11. Approximately what amount of funding has the project received from each of the following sources?

Source of Funding	Type of Funding (example: VEA Part C, Title III, etc.)	Amount of Funding
Federal	________	$________
	________	$________
State	________	$________
	________	$________
Local	________	$________
	________	$________
TOTAL		$________

Approach to Career Education

12. Write a paragraph about the approach used by the career education project. You might include information such as:

   a. Basic strategy (example: project staff teaches in classrooms, teachers are trained to adapt and use curriculum materials, or, career education is taught only in guidance centers.)
   b. Project Goals (example: to have all junior high school pre-vocational teachers trained in and teaching career education).
   c. First step in pursuing goals
   d. Relationship between career education and vocational education
   e. Methods used in career education (example: in classrooms through hands-on experiences, outside school through job experiences, etc.)
   f. Target grade levels
   g. Target student populations (example: the handicapped, the gifted, vocational education students, potential drop-outs)

Project Staff

13. Write a paragraph describing the project staff. Include such information as:

    a. Number of staff
    b. Full-time or part-time on the project
    c. Positions or titles
    d. Main activities (example: the Elementary Coordinator spends 80% of his time working in the classroom with teachers and 20% conducting group training for teachers, librarians, and guidance counselors.)
    e. Proportion of schools in the district served by the project (example: the project staff work with half of the elementary schools in the district, or, the project staff work with all three of the junior high schools in the North Area of the district.)

School Staff

14. Write a paragraph describing the school staff who are actively involved in career education. Include such information as:

    a. Who carries out career education instruction (example: classroom teachers, project staff working in classrooms, or, guidance counselors working in special centers.

    b. Number actually participating (example: all the elementary teachers in the district, or, half of the senior high vocational teachers.)

Training

15. Write a paragraph about training in the district. Include such information as:

    a. Where training takes place (example: in schools, at universities)
    b. Who conducted training
    c. Who received training
    d. Portion in district who received training
    e. Primary purpose (example: to train teachers to adapt and/or develop curriculum materials, or, to orient teachers to career guidance techniques.)
    f. Kind of training materials used

Community Resources

16. Write a paragraph about the use of community resources in your project. Include such information as:

    a. Efforts made to explore resources
    b. Most useful resources in the district
    c. Who arranges for use of resources
    d. Frequency of use

Curriculum Materials

17. Describe the curriculum guides and student materials used in the district. Include such information as:

    a. What percent are locally developed and by whom
    b. Are materials intended for use by teachers or by students
    c. At what grade levels
    d. Are these materials in print, audiovisual form, or other

18. What materials has the project developed?

1. Title____

   Medium____________________________Length____________

   Intended for________________________Grade Level__________

   Description (if needed)____________________________

2. Title____

   Medium____________________________Length____________

   Intended for________________________Grade Level__________

   Description (if needed)____________________________

3. Title____

   Medium____________________________Length____________

   Intended for________________________Grade Level__________

   Description (if needed)____________________________

4. Title____

   Medium____________________________Length____________

   Intended for________________________Grade Level__________

   Description (if needed)____________________________

5. Title____

   Medium____________________________Length____________

   Intended for________________________Grade Level__________

6. Title____

   Medium____________________________Length____________

   Description (if needed)____________________________

An Idea That Worked

19. Write a paragraph about one special feature of your project which you would like to share with other districts. It can be a student activity, a unique use of staff, an unusual use of community resources, or any idea which others would find interesting. Please see the examples provided.

CAREER EDUCATION PROJECT
Covina-Valley Unified School District
Covina, California

District and Project Information: 1973-1974

District Population: 25,000-99,000

Type of Area: Suburban

Students' Background: 89% White
9% Mexican American

Annual Family Income: 50% $15,000-19,999
25% $20,000 or more
20% $10,000-14,999

Contact Person:

Dr. Ragene Farris
Career Education Project Director
Covina-Valley Unified Schools
Box 269
Covina, California 91722
(213) 331-3371 Ext. 206

	District Schools	Project Schools
Number of Schools	26	17
Grade Levels	K-Adult	K-Adult
Number of Staff	800	450
Number of Students	18,000 +	10,000

Years of Project Operation: 2

Number of Project Staff: 4 Full-time
10 Part-time

Project Funding:

Federal	VEA Part C	$155,000
Local	In-Kind	155,000
Total		$310,000

Approach to Career Education. As a first step, project staff asked teachers to examine the relationship and relevance of their existing student performance objectives to life/career goals. Next, project and school staff worked together to develop a course of study for grades 7-12 and for adult education which includes activities to accomplish both existing objectives and career education objectives. Subsequently, these teachers have infused many career development objectives and activities into all courses in all areas of instruction. An elementary course of study is also being developed. The career education curriculum deals with such aspects of life as self-awareness and career awareness. As the entire curriculum is life/career related, it helps students see the relationship between what they are learning and its later use. The career education curriculum aims to build bridges between skills and their application in the real world. The methods used to teach career education include many of the same techniques used with regular curriculum, but involve more frequent use of demonstrations, discussions, student projects, and hands-on experiences. In addition, many guidance activities are used to help classroom teachers implement career education.

Project Staff. The project staff include a project director, two co-directors, a project developer, seven task force leaders, and three Career Center aides. This year the project staff served half of the elementary schools, the middle schools, senior high schools, continuation school, and adult school of the district. Next year, they expect to serve all of the schools in the district. The project staff spend most of their time working directly with teachers.

School Staff. Both teachers and guidance counselors carry out career education instruction in the classroom, and guidance counselors also work in the Career Centers. This year, about half of the middle school staff, a third of the senior high school staff, and 10 percent of the elementary school staff were actively involved.

Training. The project staff and some local school staff have conducted training for all of the administrators, teachers, librarians, and guidance counselors in the district. The training emphasized teaching techniques and the development of a course of study. The most common forms of training were workshops, demonstrations, and group discussions with the project staff, although participants also made visits and undertook performance contracts relating to special activities.

Community Resources. The project staff has explored and cataloged many community speakers and materials and frequently arranged for use of these resources. In addition, the district has an extensive Work Experience Education Program which offers students many different kinds of work experience and on-the-job training in the community for credit and/or pay.

Curriculum Materials. About 70 percent of the career education instructional materials used in the project are developed by the school staff with the assistance of the project staff. Most of the materials used in the project are for students, primarily at the junior and senior high school levels. About 60 percent of the career education materials are in print, and the remainder are audiovisual materials, including many synchronized slide tape presentations.

Materials produced by the project are described below:

1. A Course of Study for Grades 7-12
   Print, 600 pages (3 volumes), intended for teachers, grades 7-12. Includes an outline for each course offered which describes the skills to be learned and related career applications.
2. A Course of Study for Adults
   Print, about 50 pages, intended for teachers and students, adult education.
3. 200 Career Learning Experiences
   Print, 4-20 pages each, intended for teachers and students, grades K-12. Each includes objectives, activities, and student outcomes.

An Idea That Worked. Teachers and counselors in four intermediate schools assisted eighth grade students in developing decision-making skills that would enable them to make a successful entry into high school. First teachers administered the Kuder General Interest Survey, and counselors profiled and interpreted the results. A group of 10 teachers in each of the four schools volunteered to conduct career seminars in each of the 10 interest areas covered by the Survey. Teachers picked areas which interested them, familiarized themselves with information available in the Career Center, and planned a two-day career seminar. Each student received a guidance folder, including his Kuder profile, career exploration worksheets, and a profile derived from his Differential Aptitude Tests, as well as information related to high school programming. He then chose one of his three top areas of interest, as revealed by Kuder profile, to explore in terms of occupational possibilities, related educational programs at the high school level, and the possibilities of post-high school jobs or advanced education. After attending a seminar in his chosen area, each student reviewed his folder with his parents. Then parents and students were invited to meet with the high school counselors to learn more about the instructional options and possibilities available at each of the three high school campuses. Students and parents viewed slide tapes relating students interests to instructional areas and to career possibilities and opportunities within the local community. High school counselors have been impressed with the knowledge these students displayed in planning their high school programs. In addition, there has been more guidance and career planning involvement between the eighth grade teachers and their students as a result of this project.

EXAMPLES FROM OTHER PROJECTS

An Idea That Worked in Beckley, West Virginia

The project staff and teachers have developed secondary level curriculum units for educable mentally retarded students for whom social and employment skills are crucial. One of these units deals with learning to drive. It focuses on teaching these students the "textbook" aspect of driver education. These students are legally eligible for licensing in this state and many eventually do operate automobiles, either legally or illegally. The unit serves as a device for the continued teaching of tool subjects and the broader social responsibilities necessary to operate a motor vehicle. In addition, for those who eventually obtain their driver's licenses, it provides a base for an array of vocational opportunities and a more independent role in the community. The unit is effective with students as it appeals to the normal desires of adolescents who are approaching adulthood.

An Idea That Worked in Casper, Wyoming

All beginning speech students at a high school in the district participated in activities designed to teach them how to conduct themselves during a job interview. First, a representative of the district employment office spoke with students about job interview techniques. Students also practiced filling out job application forms. Then mock interviews were scheduled. Representatives of local businesses and industries volunteered to conduct the interviews. The district employment office representative and a guidance counselor made videotapes of each interview. Finally, students viewed the videotapes in class and evaluated each interview. Students reported that they felt much better prepared for their first interview after this experience.

An Idea That Worked in Cumberland Center, Maine

The project staff created teacher questionnaires for elementary and secondary teachers. Each is a self-report instrument designed to assess teachers' attitudes toward and knowledge of career education concepts and practices. The questionnaires were administered to school staff in all positions, and a response rate of 71 percent was obtained. The data obtained was used as a baseline for the project's assessment, and enabled the project staff to design in-service training programs tailored to the needs of the school staff.

An Idea That Worked in Napoleon, North Dakota

All of the school staff in the district have played some part in developing the content of the career education curriculum. Five committees including some elementary and some high school teachers were formed, each with a specific task. One formulated general and behavioral objectives for the program. Another developed a brief course of study to avoid numerous repititions in coverage of careers in the various grades. A third compiled a directory of the career resource people in the community. Another studied materials and made recommendations for each grade level. The fifth committee formulated a self-evaluation that can be used by teachers and students. Every school staff member served on at least one committee, and this involvement has resulted in enthusiasm on the part of the staff for the career education curriculum.

An Idea That Worked in Norwalk, Connecticut

The National Alliance of Businessmen and the Norwalk Chamber of Commerce sponsored a two-day leadership institute in Norwalk and nearby Stamford. The program included a report on the needs of secondary youth, as well as an up-to-date report on area efforts to meet such needs. The group then worked out techniques and procedures for filling the gap. As a result they have set up three career guidance institutes for counselors, teachers, and representatives of business and labor, in order that these groups might create a partnership to identify and act upon ways to serve secondary youth.

TAXONOMY AND PROFILES
OF
CAREER EDUCATION

VOLUME II

Prepared for the
OFFICE OF CAREER EDUCATION
UNITED STATES OFFICE OF EDUCATION

POLICY STUDIES IN EDUCATION
A Department of the Educational Research Council of America
52 Vanderbilt Avenue
New York, New York 10017
212-684-6940

Henry M. Brickell
Carol B. Aslanian
Rena Grossman
Laurel J. Spak
Mary Callaway
Katharine S. Smith

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INTRODUCTION

In the Summer of 1974, Kenneth B. Hoyt, Associate Commissioner, USOE Office of Career Education, sponsored and presided at 20 Career Education Mini-Conferences in Washington, D.C. Over 250 project directors and classroom teachers representing over 250 career education projects for elementary and secondary students took part. The participants were updated on USOE policy in career education, described what they were doing at home, exchanged information with each other, and contributed locally-made materials to the USOE Career Education Library.

Policy Studies in Education, a department of the not-for-profit Educational Research Council of America, was commissioned to attend the conferences, interview the participants, develop profiles of their projects, analyze the status of career education nationwide, and prepare a taxonomy to map the past and help guide the future of USOE funding policy in career education.

Policy Studies in Education developed a series of four volumes, of which the present volume is one:

I. TAXONOMY OF CAREER EDUCATION

--A general description of the national movement as revealed by a representative sample of the profiles. This volume highlights features found in many projects and identifies significant patterns of activity.

II. PROFILES OF CAREER EDUCATION

--Alabama - Iowa

III. PROFILES OF CAREER EDUCATION

--Kansas - New Mexico

IV. PROFILES OF CAREER EDUCATION

--New York - Wyoming

The TAXONOMY is designed to characterize, summarize, and generalize about the career education movement after a half decade of energetic activity. USOE has purposely left a great deal to local imagination and local initiative. The TAXONOMY contains the harvest of the major ideas and activities that constitute the practice of career education in elementary and secondary schools today.

The PROFILES are designed to tell enough about each project to let the reader know whether he should write to the local project director for more information. There is of course much

more to the projects than can be told in the few pages devoted to each of them.

All profiles have a common statistical section although in some cases local personnel did not supply the requested information. The profiles differ in narrative treatment depending upon whether the profiles were written by the staff of Policy Studies in Education (about one-third of the descriptions) or by local project personnel (about two-thirds of the descriptions). Some school districts have more than one project and thus are represented by more than one project description.

The profiles have never been reviewed by local project personnel. They were rushed into print just as soon as they were completed in the hope that they would be immediately useful, saving the weeks or months of delay that local editing and approval would have required. Apologies are due to local projects which have been in any way misrepresented in these descriptions.

Taken together, these four volumes contain the most definitive description of career education available.

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PICKEN COUNTY APPALACHIAN CAREER EDUCATION PROJECT
Pickens County Board of Education
Carrollton, Alabama

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Rural

Students' Background: 60% White
40% Black

Annual Family Income: 40% Under $5,000
30% $5,000-$9,999
20% $10,000-14,999

Contact Person:

Mr. Jesse B. Wier, Project Director
Pickens County Appalachian Career
Education Project
P. O. Box 32
Carrollton, Alabama 35447
(205) 367-8189

	District Schools	Project Schools
Number of Schools	9	9
Grade Levels	K-12	K-12
Number of Staff	244	244
Number of Students	5,600	5,600

Years of Project Operation: 2

Number of Project Staff: 1

Project Funding:

Federal	Appalachian Grant	$6,000

Definition of Career Education

The total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Goals

At the elementary school level, career education will help students acquire positive attitudes toward work, toward all levels of occupations found in society, and toward themselves as prospective workers.

At the junior high school level, it will include career exploration in broad career fields for all students through a combination of classroom instruction, counseling, and actual experiences.

At the senior high level, students will pursue a selected career area more intensely, with three options open to them: 1) acquire job skills necessary for employment as soon as they leave school, 2) select a combination of academic and job training courses in preparation for further occupational training at a post-secondary institution, 3) follow a program directed toward enrollment in higher education for a professional degree.

Materials

1. A Bibliography of Career Education Materials
   Print, 14 pages, intended for teachers.
2. Career Education Instructional Units
   Print, intended for teachers in various subject areas.
3. Parent Involvement Materials
   Print, 12 pages, intended for teachers and parents, grades K-1.

The Project

Finances. The project received $6,000 in funding this year through the Federal Appalachian Alabama Project. Next year, it will receive $5,500 in funding, which represents a decrease. The project receives no other direct funding, although school personnel and facilities are involved in the project. Sixty percent of project funds for the year was spent for curriculum materials for classroom use. Fifteen percent was spent for travel, and ten percent for each of the areas of school staff training materials and compensation for staff development participants.

Project Staff. The supervisor of instruction for the school district also serves as project director for this project. He does not work directly with teachers, but instead arranges for inservice training and for the use of materials. These are available to all of the teachers in the district, grades K-12.

Training. During this year, training was conducted by local school staff, consultants from higher education institutions, and State Department of Education personnel. Training has included an orientation to career education, community resources available, curriculum development, materials selection, and teaching techniques. About 80 percent of the teachers in the district have received an orientation to career education, and 20 percent have received 10 hours or more of training. During last summer, 75 teachers volunteered to participate in a three-day workshop on career education. Throughout the year, teachers have participated in small group meetings with consultants. In addition, 25 teachers enrolled in and paid for a course in career education at Auburn University. Most of the materials used in training are student materials which are locally developed.

Curriculum Materials. The project director and teachers in the district have developed curriculum materials for classroom use. Some materials developed by other projects are also used in the district. The project director has also prepared a bibliography of recommended career education materials. In connection with the director of the Central Media Center, career education instructional materials have been purchased for classroom use or are available on loan. Most of the materials used in the district are in print, although some are audio-visual materials. All materials used by the project have been developed since 1970.

Community Resources. Teachers in each school catalog and arrange for local community resources available for project use. The project has prepared a form for use in collecting this information.

Public Information. Within the district, the project director has provided information for parents and other laymen by distributing a leaflet about the project and by speaking at PTA meetings. The project has shared information outside the district by sending locally-developed curriculum materials to other districts and through attendance at meetings. The district also has a Career Education Resource Team which visits other school systems when invited.

The School Instructional Program

Staff. About half of the teachers in the district and half of the guidance counselors (position only exists at senior high level) actively participate in career education.

Content. Based upon the definition of career education and the broad goals stated above, the project director and teachers have developed detailed objectives spelled out in terms of student behaviors. Each curriculum unit or lesson developed by the project includes such objectives. The curriculum deals with work, citizenship, family life, leisure, esthetics, self-awareness, and attitudes toward the world of work. In this district, career education contains vocational education. Career education enhances the regular curriculum by blending concepts of self-awareness and knowledge of the world of work into the regular curriculum.

Methods. The methods used in teaching career education do not differ from traditional methods, although they include greater use of demonstration, recitation, and discussion. Career education is infused or integrated into all subject fields at the elementary level. At the secondary level, career education is integrated primarily into the language arts/reading/English field.

Evaluation

Internal Evaluation. During the first year of the project, an internal evaluation of proposal goals was conducted. No internal evaluation was conducted this year.

External Evaluation. During each year of project operation, a consultant has conducted an external evaluation. He has conducted interviews with the project director and teachers to evaluate the activities of staff in the project

LAUDERDALE COUNTY CAREER EDUCATION PROJECT

Lauderdale County School District
Florence, Alabama

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Rural

Students' Background:
90% White
10% Black

Annual Family Income:
40% $ 5,000-9,999
30% $10,000-14,999
20% Under $5,000
5% $15,000-19,999
5% $20,000 or more

Contact Person:

Dr. W.C. Hannah
Administrative Assistant
Lauderdale County Schools
P.O. Box 278
Florence, Alabama 35630
(205) 766-5180 Ext. 51

	District Schools	Project Schools
Name of Schools	13	13
Grade Levels	1-12	1-12
Number of Staff	401	401
Number of Students	8940	8940

Years of Project Operation: 2

Project Funding:
Federal $12,000

Number of Project Staff: 1 part-time

Approach to Career Education. The project staff is interested in changing teacher attitudes about the world of work through inservice training and workshops co-sponsored by the project and a local university. Career education is approached through the infusion method.

Project Staff. There is no full-time staff. The project represents an additional job for the teaching and administrative staff within the county schools.

School Staff. Teachers, administrators, counselors and librarian all work cooperatively to promote career education in each school.

Training. The project staff, in cooperation with the local university, sponsored a two-week workshop for teachers. The university gave three semester hours of credit for the workshop which was structured to help change teacher attitudes about the world of work.

Materials produced by the project are described below:

1. Teacher-developed Curriculum Units (Over 60)
   Typewritten, intended for students, grades 1-12
2. Slide Presentation.
   Slides, 1 hour, intended for students, grades 6-12. Slides about jobs available in local labor market. Designed to enhance career awareness.

APPALACIAN CAREER EDUCATION PROJECT
Vestavia Hills, Alabama

District and Project Information: 1973-1974

District Population:	2,500-9,999
Type of Area:	Suburban
Students' Background:	95% White
Annual Family Income:	53% $15,000-19,999 30% 20,000 or more 13% 10,000-14,999

Contact Person:

Mrs. Reba M. Clark
Director of Guidance
2235 Limerock Road
Vestavia Hills, Alabama 32516
(205) 823-4138

	District Schools	Project Schools
Number of Schools	3	3
Grade Levels	1-12	1-12
Number of Staff	160	160
Number of Students	3,000	3,000

Years of Project Operation: 2

Number of Project Staff: 3 Part-time

Project Funding:

State	$ 9,000
Local	11,000
Total	$20,000

Approach to Career Education. The first year was spent in orienting the total staff, including administrators, teachers and counselors. A survey was made to see what continuing education activities were already in progress in classrooms. Each school had a key teacher who had attended a two-week workshop the previous summer. The activities they introduced included inservice programs, small group meetings by grades, teacher bulletins, model programs directed by teachers who volunteered to be observed, and sending teachers to other schools in the state to observe their programs. The year ended with a workshop involving teachers from each grade level and high school subject area. The purpose of the workshop was to write curriculum based on career education units. The approach was one of curriculum fusion. In the second year the project moved into the classroom. The target population was all students in the district.

Project Staff. There is no full-time staff. The director of guidance and two of the counselors spend part of their time developing the project and working with all three schools in the district.

School Staff. Counselors working in their own school have been the major factor in encouraging and assisting teachers in the development of career education concepts. Eighty-seven percent of teachers in grades 1-12 are utilizing these concepts in the classroom.

Training. The project staff, assisted by some local school staff and the State Education Department career education personnel, conducted training for all professional staff within the school system. The primary purose of the training was to orient teachers to career guidance techniques and to assist them in adapting and developing curriculum materials. The forms of training included inservice work sessions, model demonstrations, films followed by group discussion, and guest speakers and consultants. In addition, teachers made visits to other schools to observe career education programs in operation.

Community Resources. There is a community advisory committee which functions in cooperation with the career education project. They have conducted a community survey and set up a career education resource file. This file lists persons in the community who are able and willing to give time to the school in assisting career education development. They serve as speakers, teachers of specialty areas (such as photography), and as resources for offering on-the-job observation and, in some cases, actual experience for students in various career areas.

Curriculum Materials. About 50 percent of the career education instructional materials are developed by the school staff. An arrangement was made with a neighboring school district through which materials were exchanged. About 70 percent of the materials are in print and the remainder are audiovisual. Grades 1-12 are included. Some of the materials are intended as guides for teachers and others are to be used directly by students.

Materials produced by the project are described below.

1. Career Education Curriculum Units.
   Intended for use by students in grades 1-12 and in all high school subject areas.

An Idea That Worked. One quarter of the high school English program has long been devoted to research. As a result of the work of counselors and English teachers the course has since become Career Research. It includes a unit on self-identity which emphasizes individual abilities and values. From this study, the student chooses a career area for investigation and applies the basic techniques of research he learned in the course. The final project is a research paper in which he applies the things he has learned about himself to the things he has learned about the career area he has chosen to study.

EXEMPLARY CAREER EDUCATION PROJECT
Anchorage Borough School District
Anchorage, Alaska

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Urban

Students' Background:
87% White
8% Black
5% Alaska Native

Annual Family Income:

Contact Person:

Mr. E. E. Davis
Division Director
Exemplary Career Education Project
Anchorage Borough School District
670 Fireweed Lane
Anchorage, Alaska 99501
(907) 277-6652, ext. 211

	District Schools	Project Schools
Number of Schools	63	16
Grade Levels	K-12	K-12
Number of Staff	1,800	66
Number of Students	35,000	7,505

Years of Project Operation: 1

Number of Project Staff:
5 Full-time
14 Part-time

Project Funding:

Federal VEA	$115,281
State	50,000
Local	578,000
Total	$743,281

Approach to Career Education. The projects goals are those outlined in the VEA, Part D. Implementation is achieved through a building representative in each of the 16 schools, and by using a mini-grant approach which allows teachers to develop and use their own implementation techniques. The curriculum has been developed around six basic areas: self-understanding and interpersonal relationships, work, leisure, community resources, basic studies and occupational awareness, and planning and decision-making. Community resources have been systematically developed.

Project Staff. The project employs on a full-time basis a director of the division of career education, whose responsibility is entirely administrative, a vocational education coordinator for secondary schools, a consultant for elementary level self-awareness, and a consultant for work experience programs. They supervise and administer programs in one-third of the district schools.

School Staff. Career education programs are carried out by building representatives, who are identified by grade level and subject matter, and by guidance counselors. Sixty-six different teachers and guidance counselors participate in the program.

Training. All building representatives received inservice training which was given on released time from teaching duties. The training included an orientation to career education, the identification of goals and objectives, curriculum development, assessment and planning, and identification of community resources. The materials used in training are described in the July, 1974 interim report.

Community Resources. A system was developed to identify and categorize available community resources in nine areas. A scheduling component involving 63 schools was also created. For example, 12 elementary schools had 2700 fourth, fifth and sixth graders involved in activities out in the community during a seven month period, and three junior high schools had 3,000 seventh graders out in the community. The system is available upon request.

Curriculum Materials. One-half of the materials used in the project were locally produced; the other one-half were purchased. The materials, which are in print, are for teacher and student use in grades K-9.

Materials produced by the project are described below.

1. Community Resources Inventory.
   Print; intended for use by teachers and administrators.
2. Career Development Planning Guide.
   Print; intended for use by teachers and administrators.
3. Sample Curriculum Unit: Hospitality and Tourism.
   Print; intended for use by teachers and students in grade 4.
4. Sample Curriculum Unit: Communications.
   Print; intended for use by teachers and students in grade 4.
5. Sample Curriculum Unit: Marketing and Distribution.
   Print; intended for use by teachers and students in grades 7-8.
6. Sample Curriculum Unit: Construction Technology Guidelines.
   Print; intended for use in grades 7-8.

An Idea That Worked. A classroom speaker phone was installed for use by teachers when sites in the community were not available for visitation. The business site is identified, and arrangements are made for the phone call. After the teacher prepares the students, the call is placed to the business and a question and answer period ensues. Over 250 such student/community conversations have been recorded.

CAREER EDUCATION PROGRAM

Greater Sitka Borough School District
Sitka, Alaska

District and Project Information: 1973-1974

District Population: 6,500 - 8,000

Type of Area: Urban

Students' Background: 67% White
33% American Indian

Annual Family Income:

Contact Person:

Mr. Louis J. Licari
Director of Career Education
Greater Sitka Borough School District
P.O. Box 179
Sitka, Alaska 99835

	District Schools	Project Schools
Number of Schools	6	
Grade Levels	K-12	
Number of Staff	117	
Number of Students	1800	

Years of Project Operation: 2

Project Funding:

Number of Project Staff:

Approach to Career Education. The career education program is divided into three parts: (1) Elementary Career Awareness - all grades have incorporated career awareness into their regular classroom schedule. There is no separate course in career awareness. The library is the resource center with supplies of slides, filmstrips, books, charts and equipment that are checked out by the teachers for their classroom use. This program continues through the seventh grade. (2) Grade Eight Exploration - during the 1973-74 school year a modified American Industries program was introduced in the eighth grade. The teachers attended a 45-hour course in American Industries conducted by a staff member of Stout University. This program is funded by an exemplary grant from the Department of Education. (3) High School Career Options - in the past two years the vocational programs have been developed to the point where skill training is offered in eight areas. The cooperative work program has been expanded to include about 65 students. The guidance staff introduced a full program on career opportunities, job applications and other areas related to the world of work this year. All entering freshman are now given a battery of tests, are assigned a teacher/advisor and work on a four year schedule. This schedule is flexible enough so that students can begin a program and leave it if it does not fit their needs. One of the first things discovered in the high school was the fact that about 25 percent of the students were reading below grade level. A full-time reading specialist has been hired beginning in September, 1974 and this person has been provided with a complete reading laboratory. It is felt that this will enable students to better cope with school and may also help to cut the dropout rate. The counseling staff is working on a follow-up program for a four year period after a student leaves school. This will enable the staff to determine the work of the program.

Training. The local school board committed themselves to career education in 1972. After surveying the staff it was found that few teachers knew what career education was. In the fall of 1972 a series of three 15-hour workshops on career education were begun. These workshops were designed to familiarize the staff with career education. A consultant from the Alaska Department of Education conducted the workshops.

BEST (BECOMING EMPLOYABLY SKILLED AND TRAINED)
Kenai Peninsula Borough School District
Soldotna, Alaska

District and Project Information: 1973-1974

District Population: 19,000

Type of Area: Rural

Students' Background: 80% White
15% American Indian

Annual Family Income: 25% $15,000-19,999
25% $10,000-14,999
20% $20,000 or more

Contact Person:

Mr. Walter Ward
BEST Project Director
Kenai Peninsula Borough School District
P.O. Box 1266
Soldotna, Alaska 99669
(907) 262-4446

	District Schools	Project Schools
Number of Schools	22	3
Grade Levels	K-12	7-12
Number of Staff	285	77
Number of Students	5,600	1,310

Years of Project Operation: Will begin in 1974-75

Number of Project Staff: 1 Full-time

Project Funding for 1974-75:

Federal	VEA	$22,500
State		$13,500
Total		$36,000

Approach to Career Education. Elementary and junior high school teachers who worked with educable mentally retarded students in this district felt an effective program was needed for these students when they reached high school. A group of five teachers planned a senior high school work-related program which will begin in the 1974-75 school year. The teachers used a program developed at the Rehabilitation, Research, and Training Center in Mental Retardation at the University of Oregon in Eugene. The program is designed to assist mentally retarded students to obtain paid employment, social skills, and the ability to get along with others. The project director will work with 25 students. They will be involved in hands-on experiences, student projects, and many community-based activities. The project director will also work with guidance counselors and teachers of physical education and vocational education to "mainstream" these students; that is to have them participate in regular classes in these subject areas.

Project Staff. The project director has been a secondary teacher of special education. He will spend 80 percent of his time teaching 25 students in a field experience work-study program. He will also work with high school guidance counselors and teachers of vocational education and physical education. In addition, some of his time will be spent working directly in the community.

School Staff. Some high school staff will work with students in this project, although most career education instruction will be the responsibility of the project director. Special education teachers in the elementary and junior high schools will contribute ideas to the project director based upon their own experiences.

Training. No formal training will be conducted in this project.

Community Resources. The project director will arrange for community speakers and field trips for students in his class. He will also locate and supervise student work sites.

Curriculum Materials. The project director will develop three-fourths of the materials to be used in the project. Eventually these will be used in other schools in the district for similar students. About one-fourth of the materials will be drawn from projects in other areas. Half of the materials will be in print form and half audiovisual.

Some materials produced by the project thus far are described below:

1. Becoming Employably Skilled and Trained
   Print, 200 pages, intended for teachers of educable mentally retarded students, grades 10-12.
2. Diary of Meetings and Grant Activities Completion
   Print, 10 pages, intended for project directors or teachers of educable mentally retarded students, grades 10-12.

WESTSIDE AREA CAREER OCCUPATIONS PROJECT (WACOP)
Western Maricopa County
Glendale, Arizona

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Rural, Small Town, Suburban and Urban

Students' Background:
75% White
15% Mexican American
7% Black

Annual Family Income:
35% $10,000-14,999
35% $15,000-19,999
15% $ 5,000- 9,999
15% $20,000 or more

Contact Person:

Mr. John Glur, Project Director
WACOP
6000 West Olive Avenue
Glendale, Arizona 85301
(602) 939-7082

	District Schools	Project Schools
Number of Schools	85	70
Grade Levels	K-12	K-12
Number of Staff	3,500	2,500
Number of Students	75,000	65,000

Years of Project Operation: 3

Project Funding:
State $249,997

Number of Project Staff: 14 Full-time
6 Part-time

Approach to Career Education. The goals of this project are to acquire media materials, to develop seminars, workshops, and testing and consultant services, and to make these available to teachers, counselors and administrators. Schools involved in the project are expected to implement career education concepts in all subjects in grades K-12. Although the project staff works primarily with teachers, the entire project is child-centered and every activity is planned to reach students directly and effectively. The media center is at the heart of the project. Thousands of items, brochures, filmstrips, cassetts, career kits, and more, have been purchased and are available to teachers on a free checkout basis.

Project Staff. The project staff includes a project director, a media center director, and eight field consultants. Each field consultant serves educators in a specific geographical area. Most of the staff's time is spent working with classroom teachers and counselors.

School Staff. The local school staff, assisted by project consultants, are involved in the implementation of career education. During the 1973-74 school year, approximately 2100 educators played an active role.

Training. Inservice training is conducted entirely by project staff and they have worked in local elementary and high schools to reach every educator who is interested in career education. To date, approximately 1,000 staff members have received training. The primary purpose of this training has been to create awareness of career education objectives and to teach techniques for the development of classroom activities. Most training involved classroom observations and workshops, for which university credit was given. Educators have been extremely receptive to the former.

Community Resources. The staff has an extensive list of resource speakers and worksheets for student visits. During 1973-74, a Cooperative Community Resource Service was initiated. This service is primarily a clearinghouse, processing and filling requests made by students and educators, and manned full-time by a paraprofessional. All the resource persons have proved most useful and are used frequently.

Curriculum Materials. About 40 percent of the career education instructional materials used in the project have been developed by the project staff with input from various educators. Additional curriculum guides and student materials come directly from the project's own media center which, we have been told, is possibly the most comprehensive center of its kind in the United States. Materials are available for all grade levels, K-12, and most are for teacher use in the classroom. The materials are in a variety of forms and these include: printed matter, audiovisual aids, films, cassettes, slides, kits, puppets, games, etc.

Materials produced by the project are described below.

1. WACOP Media Center Catalog
   Print, 200 pages; intended for use by teachers and counselors for grades K-12. Lists all media center materials.

2. Job Observation Day - Observation Packet
   Print, 9 pages; intended for use by students in grades 11 and 12, to be completed by a student prior to his or her job observation day.

3. A Practical Career Education Idea.
   Print, issued monthly, 1, 2, 3 and 4 pages; intended for use by teachers in grades K-12, describes a basic concept and tells how to put it to use.

4. Secondary Activities.
   Print, approximately 20 pages; intended for use by teachers in grades 9-12, subject matter is implementation of activities.

5. The Idea Tree.
   Print, 20 pages; intended for use by teachers in grades K-8.

6. Surveying the Community.
   Print, 30 pages; intended for use by teachers, directed toward proper utilization of community resources.

Glendale, Arizona

An Idea That Worked. A Career Day Planning Committee was formed in June, 1973 to help develop and plan on-campus Career Days for grades K-12. The committee included business and industry people, educators and personnel from the Armed Services who developed a Career Day booklet for interested educators. The booklet describes the Career Days that are offered. After an administrator selects a Career Day for his school, the committee members are assigned various responsibilities connected with the day. For example, one may contact speakers, while another arranges for special transportation. Committee members volunteer as active Career Day participants. During 1973-74 this committee helped arrange approximately 30 Career Days with close to 20,000 participating students. Although this involved a tremendous amount of work for committee members, they fulfilled their responsibilities more than adequately.

CENTER FOR CAREER DEVELOPMENT
Mesa Public School District
Mesa, Arizona

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Suburban

Students' Background: 86% White
9% Mexican American

Annual Family Income: 35% $10,000-14,999
25% $ 5,000- 9,999
23% Under $5,000
14% $15,000-19,999

Contact Person:

Dr. Carolyn Raymond
Center for Career Development
161 East First Street
Mesa, Arizona 85201
(602) 962-7522

	District Schools	Project Schools
Number of Schools	36	36
Grade Levels	K-12	K-12
Number of Staff	1,559	1,559
Number of Students	26,446	26,446

Years of Project Operation: 3

Number of Project Staff: 22 Full-time
14 Part-time

Project Funding (3 years):

Federal	
Discretionary funds	$ 85,385
USOE Exemplary	228,750
NIE Planning Grant	50,000
CVTE/NIE	1,111,416
Title III	84,123
State	1,382,936
Total	2,942,610

Approach to Career Education. The Mesa Public School District proposes to introduce students to a systematic long-term exposure to the career development process. This means that in elementary school the child would be made aware that he will need to choose between various life plans. The exploration of many careers would be provided during the junior high school year leading toward an in-depth look at selected career choices. Specialized career study and preparation would take place during the last years of high school. Thus a student may be genuinely ready to move into either a job or further education upon leaving the public schools. Under way now is a new program involving career development through a revitalization of the high school and junior high school counseling programs. Thus the new Mesa career education program departs from the age old academic/vocational dichotomy. The program requires the participation of the student, his parent, and the school counselor, in an effort to match the nature of the student's coursework to the life he is planning. It is an open door policy that expands the range of options to a student and, hopefully, increases his readiness for life. If the student is preparing for college he will be provided with a strengthened pattern of courses with a greater range of flexibility and opportunities for advanced and specialized study to improve his chances for success in college. He will also acquire job skills needed in case he has to work during his college years or drop out of college to earn a living. If he has already chosen his career, he will encounter earlier orientation, skill readiness development, and training programs, closely tied to his regular class schedule, By the end of his twelfth year he will have gathered sufficient skills to be employable in the community. If he is undecided, he will be given the encouragement and opportunity to study the important choices of adult life, have personal experience in those areas of career opportunity most interesting to him, and be more ready to make mature, reasoned, personal decisions when the time comes.

Project Staff. A total of 36 individuals serve the project by designing, coordinating or implementing the various goals. With the exception of a portion of the goal supervisor's time, each individual works directly with classroom teachers providing resources, services and suggestions with which to implement career education activities. A project director is responsible for the day-to-day management and supervision of the project. A special projects consultant assists in management and supervision. Goal supervisors design and coordinate dissemination and utilization activities, including staff development programs, the community resource service, work education, the career information system, the installation of curriculum units, and field testing. These individuals are assisted by full and part-time persons serving as career education specialists, dissemination specialists, curriculum writers, and evaluation personnel. The project staff (22 full-time and 14 part-time) provides services to each of the 36 schools in the district.

School Staff. Every phase of the school district incorporates career education. Instruction is carried out by the classroom teachers. The project provides training resources, personnel and materials to facilitate the implementation of career education. Instructional projects or proposals submitted by teachers are expected to include a career education component. Each guidance counselor is actively involved in helping students develop a greater awareness of themselves and their career potential. Each field trip and guest speaker request requires that a portion of the instruction relate to the results of career education.

Training. Each teacher in the district completed a fifteen hour orientation to career education conducted by the project staff. Over 200 district teachers have been involved in some phase of career education curriculum development. During this process, curriculum development training is conducted by the project staff. Training programs in the area of instructional strategies have been developed and conducted by the project staff. These programs provide classroom organizational and instructional techniques which facilitate the incorporation of career education concepts.

Community Resources. The Community Resource Service maintains a file of all resources previously used and those who have volunteered to have field trips or to be guest speakers. Contacts are made with the community after a request has been made by the teacher through the Service. Some of the resources have been contacted before school starts by calling for an appointment and then making a personal visit. The resource person is given an overview of the program and is asked to fill out a form to be filed with the Community Resource Service. This form provides the school with information about what the resource person is willing to participate in, the time he is willing to spend, the age level he would feel most comfortable with, and his hobbies or special interests. The logistics for field trips, guest speakers, tele-lectures, and work education programs are assumed by one person at the Community Resource Service. An interview via tele-lecture is simply a telephone conversation which is heard by the student audience through an amplifying unit. During the past school year, 135 field trips were taken, 74 guest speakers approved and four tele-lectures ~~were~~ given. A total of 11,265 students participated. Work education programs were organized for 37 students in a variety of occupations. However, the Community Resource Service did not formally become involved in this program until late in the school year.

Curriculum Materials. Fifty-one curriculum units were developed by project personnel. These units are intended for use by teachers at both the elementary and secondary levels. These printed materials provide lesson suggestions with which career education can be implemented. Approximately 25 career education activity kits have been developed by project personnel. These kits are largely student-managed and contain manipulative experiences that fuse the existing curriculum with non-school settings.

Materials produced by the project are described below:

1. *Tool for Toil*
   Print, intended for kindergarten students.
   Illustrations suggests games, field trips, and other activities.
2. *What Do Workers Do?*
   Print, intended for teachers.
3. *Doing Your Thing*.
   Print, intended for teachers.
   Suggests goal oriented group and individual activities.
4. *Developing Your Potential*
   Print, intended for teachers.
5. *Money Management*.
   Print, intended for teachers.
   Suggestions for ways of helping economic awareness.
6. *Solving Problems With Parents*
   Print, intended for teachers grades 10-12.

An Idea That Worked. One of the best techniques for informing teachers is through the use of workshops. Mesa Project held a workshop from June 3-14 entitled "Work Exposure for Educators Workshop." Seventy-four teachers from Mesa elementary, junior, and senior high schools toured work sites, listened to guest speakers from various occupations, held a tele-lecture with Barry Goldwater and developed over 900 lessons that infused career education with regular classroom curriculum. Initially conceived by teachers, the principal goal of the workshop was to expose educators to the world of work. The

Mesa, Arizona

activities planned and the work sites chosen were selected to expose the teachers to a wide variety of careers. The emphasis of the workshop was on the people in the careers, rather than the product or service. Activities were designed which emphasized the relationship between career choice and life style. The theme of the workshop was subject relevancy. Teachers developed classroom activities that fused career education outcomes with their existing curriculum. Many activities were developed that incorporated concepts such as dignity of the worker, interdependency, life style, and occupational environments. The workshop was structured so that field experiences occurred every other day. Following this experience, teachers developed classroom activity suggestions. Resources were made available that enabled teachers to preview media, pursue existing materials, request and schedule guest presenations and field trips for the fall term. The Mesa Career Education Project felt that this was one of the most successful methods it has used in training teachers to be aware of and use career objectives and materials in their classrooms.

SANTA CRUZ CAREER EDUCATION PROJECT
Santa Cruz County*
Nogales, Arizona

County and Project Information: 1973-1974

County Population:	10,000-24,999
Type of Area:	Rural
Students' Background:	85% Spanish Surname 14% White
Annual Family Income:	

Contact Person:

Dr. Jerry R. Booth
Director
Santa Cruz Career Education Project
402 Martinez
Nogales, Arizona 85621
(602) 287-5644

	County Schools	Project Schools
Number of Schools	13	9
Grade Levels		
Number of Staff	181	168
Number of Students	5,160	4,963

Years of Project Operation: 3

Number of Project Staff: 2 Full-time

Project Funding:
State $ 100,000

Approach to Career Education. The Santa Cruz Career Education Project (SCCEP) has a small staff which serves primarily to facilitate career education in the classroom. Project goals deal primarily with training and orienting teachers to the world-of-work and to career education in general. The strategy is to instill in teachers a positive attitude toward career education and to provide them with all the resources they need to educate their students for post-school careers, whether these are in the world-of-work or in continued education. Target grade levels are K-12 and include all regular and special programs, including Special Education K-12, English as a Second Language (ESL), and Bilingual Education. Currently being developed is a career education program for the gifted child. The emphasis for project staff is to assist the classroom teacher by supplying materials, media, supplies, field trip coordination, classroom speakers, a resource center, other suggestions and special workshops.

Project Staff. The project staff include one full-time director and one full-time coordinator. During the 1974-75 school year this staff will be increased to include a full-time media assistant and a part-time professional at the High School. The total professional staff has the primary responsibility of working with teachers. Generally the director works with secondary teachers, teaches career education classes for teachers, coordinates activities with other special programs, addresses community groups, and maintains contact with all other projects in the state as well as with the State Department of Education. Direct involvement, except for inservice, is on a teacher-request basis with the staff acting as resource persons. The coordinator works primarily with elementary teachers, provides inservice training for special education programs, is responsible for previewing and coordinating media, meets with staff of other projects regularly to share ideas, and coordinates news releases. Many activities of the director and coordinator may overlap. The new media assistant will use a computer in keeping track of all media for the project and, eventually, for the district.

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*This is a county-wide project which serves eight school districts.

School Staff. This is a country project involving four school districts. The target population is students in grades K-12. There are 181 teachers in the project schools and approximately 100 utilize four or more career education activities in the classroom. 168 out of 181 participated in at least one major career education activity. During the annual Career Education Fair for all teachers, release time is provided by the district.

Training. Training for all interested teachers within the Santa Cruz Career Education Project traditionally takes place on a semester basis. The courses are similar to those offered in graduate school. Credit is offered and as many as 86 teachers per semester have participated. The teachers are provided with an edited version of the Mesa Project's orientation materials. The rationale section is covered in detail. Each group from an industry, business, trade school, or college is asked to discuss with teachers their business and what they want in their work force. Each teacher is encouraged to pick three career areas that he would like to visit for a day. The prject makes all arrangements, hires the substitute teacher, and in some cases provides transportation. Teachers spend one day in each of the three industries in order to broaden their background experience in the world-of-work. Occasionally teachers take field trips to businesses in the Mexican Industrial Park to show the Twin Plans Concept.

Community Resources. Nogales, Arizona is a border city with approximately 10,000 inhabitants. Its sister city, Sonora, Mexico has approximately 100,000 inhabitants. Essentially every business or type of business on the Arizona side has been utilized for field trips, speakers, job placement, and work experience. The cooperation has been such that no one is unwilling to participate. Tucson, seventy miles to the north, has also contributed greatly to the program. When the project needed assistance in developing a program for teacher visitations, the National Alliance of Business proved very helpful in providing contacts in a variety of businesses around Tucson. All suggested contacts cooperated. Businesses on the Mexico side of the line have been helpful in having teachers visit their plants and in providing personnel to talk to teachers. (Students may not travel into Mexico on a school-sponsored activity.) Also, parents discuss their careers with students in the classroom in several programs such as the Career English class in the high school.

Curriculum Materials. For the most part, student materials are commercially produced. Exceptions are materials used in bilingual situations. Classroom materials for student use are provided for all grade levels. Teachers in the project have developed several hundred teaching units that range from one day to one year in length. They cover virtually every subject and grade level.

Nogales, Arizona

An Idea That Worked. One feature in use during the latter part of 1973-74 was a three part computer program allowing for: 1) instant feedback with an alphabetical listing of all materials by category and with a summary cost for all materials, 2) information as to who the next three persons in line for the item(s) are, and 3) feedback according to topic, i.e. transportation, ecology, interviews, etc., regarding the materials available through the Career Education Project. These materals are for elementary and secondary schools and include books, cassettes, hammers, etc. The program is being placed in a larger computer for the 1974-75 school year and the topic file, which now includes about 40 topics, will include suggested field trips, speakers, films, and free materials. There will also be evaluations for each of the categories along with the name, address, and phone of the person to contact. Eventually the topic files will include the names and locations of materials other than those belonging to the Career Education Project such as materials which could be located in any of the schools or public libraries.

A CAREER AWARENESS DEVELOPMENT PLAN
Lonoke School District
Lonoke, Arkansas

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural

Students' Background: 67% White
33% Black

Annual Family Income: $6,011 (median)
26% Under $5,000

Contact Person:

Ms. Peggy Dowdy
Career Awareness Director
Lonoke Elementary School
Lonoke, Arkansas 72086

	District Schools	Project Schools
Number of Schools	3	1
Grade Levels	K-12	K-4
Number of Staff		4
Number of Students		120

Years of Project Operation: 6 months

Number of Project Staff: 4

Project Funding:
State $975

Approach to Career Education. The aim of the career education project is to contribute to the library of available child-oriented career awareness material by developing literature relating to occupations previously excluded in children's books. The project wants to provide literature which will enhance children's goals and aspirations and to develop more positive self-concepts in children as they identify with workers. Included in the project's goals are developing an appreciation of the dignity of work, and developing knowledge of various occupations. We expect to make occupational literature easily accessible to teachers in our district and in other districts. Further, we hope to involve parents and the local community in the development of career awareness. An occupational interest test was administered to participating students to determine areas of concentration and to determine major goals and aspirations. Four participating teachers were involved in extensive out-of-class research on various occupations, the results of which were brought into the classrooms for discussion and exploration. Both reading and non-reading children benefited from the occupational presentations. Teachers in the Lonoke elementary school were given written reports on the research to use in their classrooms. Parents served as resource people in the classrooms and joined the field trips into the community. Businesses, in cooperation with the program, provided film strips, tours, and presentations. The local newspaper editor was very helpful in publishing articles and photographs relating to the project.

Project Staff. Four elementary teachers were involved in an in-depth career study with their children in addition to their classroom activities.

No funds were allotted for our mini-grant for paid staff or clerical help. The director of the project volunteered her own time, outside of the classroom, to prepare and organize trips, speakers, reports, and further implement the project.

School Staff. The number of teachers participating in career education was limited to those involved in writing the career book. Career education at the elementary level has been left to each teacher who decides to include or not to include it in the curriculum. The project has given evidence of its importance, and we feel we need a full-time assistant at the elementary level to work with teachers in developing career education plans.

Community Resources. Following tabulations of the results of the career interest inventory administered to participating classes, a questionnaire was sent to several businesses in the specific areas chosen for study. The businessmen responded with suggestions and offers of speakers, tours and related materials. Local cooperation was excellent. Each teacher involved in the study was responsible for scheduling speakers and field trips for her class. It was also her responsibility to locate relevant materials for use in various units of study.

Curriculum Materials. Our State Career Awareness Elementary Guide is used by all elementary teachers. It provides supplementary reading material for the child which accompanies eight of the units in the guide. Our objective was to provide material on careers which is only available on a limited basis. Copies of each of the completed books were distributed to all Lonoke elementary teachers in grades K-4.

Materials produced by the project are described below:

1. Let's Go Trucking
   Print, 20 pages, intended for students, grades K-4.

2. Let's Find Out About The Waitress
   Print, 20 pages, intended for students, grades K-4.

3. Fill It Up Please
   Print, 20 pages, intended for students, grades K-4.

4. If I Were A Carpenter
   Print, 20 pages, intended for students, grades K-4.

5. Occupational Interest Test
   Print, 3 pages, intended for students, grades K-4. This test is intended to determine a child's career interest.

6. Preference Test for Levels of Career Training
   Print, 5 pages. Used to measure goals and aspirations.

An Idea That Worked. Four teachers were involved in writing and editing eight children's books to accompany the Career Awareness Guide published by the Arkansas Department of Education. These books are thorough studies of occupations often overlooked in children's literature. The books were compiled during the in-depth classroom studies of the career chosen. The illustrations included were done by the children. Copies of each of the books were distributed to all Lonoke elementary teachers.

MAGNOLIA CAREER EDUCATION PROGRAM
Magnolia School District
Magnolia, Arkansas

District and Project Information: 1973-1974

District Population: 15,000

Type of Area: Rural and Small Town

Students' Background: 70% White
30% Black

Annual Family Income: 25% $ 5,000- 9,999
25% Under $5,000
20% $15,000-19,999
20% $10,000-14,999

Contact Person:

Ms. Pansy Puckette
Career Education Project Director
Magnolia School District
P.O. Box 649
Magnolia, Arkansas 71753

(501) 234-[illegible]933

	District Schools	Project Schools
Number of Schools	5	5
Grade Levels	K-12	K-12
Number of Staff	150	150
Number of Students	3,200	3,200

Years of Project Operation: 4

Number of Project Staff: 3 Part-time

Project Funding:

State	$22,000
Local	$60,000
Total	$82,000

Approach to Career Education. This project defines career education as a series of experiences, both in and out of schools, which provide individuals with opportunities to realize their potential personally, economically, and socially. It is designed to change attitudes of students and parents toward career education and towards skilled, technical, and semi-professional occupations. It aims to provide students with successful pre-vocational and vocational experiences and to assist them in making a satisfactory transition from school to earning a living or to post high school training or education. For students in grades K-4 career education is infused in language arts and focuses on career awareness. In grades 5-8 career education is infused in social studies and students learn about career clusters. At the secondary level career education is infused in all subject areas and students are assisted in acquiring self-understanding and decision making skills. In grades 8-9 the emphasis is on orientation to career education. In grades 10-12 students learn job seeking skills and the relation of school subjects to jobs. The career education curriculum contains vocational education. In teaching this curriculum teachers make frequent use of student projects, hands-on experiences, audiovisual materials, and field trips.

Project Staff. The project has the part time services of a director and two coordinators. All three also serve as guidance counselors in the district.

The project staff serve all of the schools in the district and divide their time about equally across grade levels. They work primarily with teachers and guidance counselors. They also spend some time working directly with community representatives.

School Staff. Teachers and guidance counselors carry out career education instruction in the district. About 80 percent of the elementary school staff and 90 percent of the junior and senior high school staff actively participate in career education.

Training. Early in project operations all of the administrators in the district travelled to an out-of-town three day workshop conducted by the State Education Department. Since then, project staff and school staff have provided training for all administrators, teachers, counselors, and librarians in the district. Training for administrators focused on an orientation to career education. Training for counselors emphasized the use of community resources and the selection of materials. Training for teachers stressed curriculum development. Staff were paid to attend some summer sessions and received released time to attend training sessions during the school day. Sessions have included workshops, demonstrations, and group discussions with project staff. About 80 percent of the materials used in training are locally developed. The remainder are drawn from commercial sources or from the State Education Department.

Community Resources. The project staff have explored community resources and prepared a list of speakers and field trips available to the program. They also make arrangements for speakers, field trips, community materials, and student work sites.

Curriculum Materials. About 40 percent of the career education instructional materials used in the district are developed by the project staff and teachers. The remainder are commercial materials selected for purchase by the project staff. About 60 percent of the materials used are intended for students and 40 percent for teachers, all primarily at the elementary level. About half of the materials are in print and half are audiovisual.

Some materials produced by the project are described below:

1. Career Awareness Units
   Print, 250 pages, intended for teachers, grades 1-5.

The project was also a major contributor to materials published by the State Education Department as described below:

1. A Digest of Resource Activities for Career Education
   Print, 142 pages, intended for teachers, grades K-12.

An Idea That Worked. The primary focus of the elementary school component is to extend the pupils' career knowledge through a continuous career awareness program. A project coordiantor and a committee of elementary teachers have worked together to develop teaching units. A community contact person and a photography aide have been employed to assist in the development of instructional materials for the career unit. These persons are charged with the responsibility of locating and making audiovisual materials to be used in the teaching of each unit. They work under the direction of the career coordinator but work through the local Chamber of Commerce and local industries taking pictures and gathering local career information that be incorporated into the career units. This approach combines the expertise of teachers and the support of local business and industry in creating materials in an audiovisual format which has a high appeal for young children.

CAREER EDUCATION PROJECT
Pulaski County Special School District
North Little Rock, Arkansas

District and Project Information: 1973-1974

District Population: 130,000

Type of Area: Rural and Suburban

Students' Background: 83% White
18% Black

Annual Family Income:
36% $ 5,000- 9,999
25% Under $5,000
24% $10,000-14,999
12% $15,000-19,999

Contact Person:

Mr. Richard Friedl
Career Education Project Director
Pulaski County Special
School District
Route 5, Box 158
North Little Rock, Arkansas 72118
(501) 851-1790

	District Schools	Project Schools
Number of Schools	40	13
Grade Levels	K-12	K-12
Number of Staff	1,293	275
Number of Students	29,500	9,000

Years of Project Operation: 2

Number of Project Staff: 3 Full-time

Project Funding:	
Federal	$41,888
Local	13,962
Total	$55,850

Approach to Career Education. The primary emphasis for this year will be infusion of career education into the total curriculum through the use of the textbooks in the elementary schools. Suggested activities are being prepared in supplement form to accompany the texts on each reading level. Activities include attitude building and awareness of jobs. Hands-on experiences are included frequently. The project goal is to provide opportunities for students to see a relationship between school requirements today and life tomorrow.

Project Staff. The project staff is made up of four full-time members: one elementary specialist, two secondary specialists and one secretary. The elementary specialist spends about 70 percent of her time working with classroom teachers and about 30 percent developing, previewing and ordering materials and planning and working in inservice workshops for teachers. The elementary specialist serves 10 of the district's 28 elementary schools. Two of the district's six junior high schools and one out of four senior high schools are served by the two secondary specialists.

School Staff. Career education instruction is carried out by the classroom teacher. The only time the project staff works with the students is to give special instructions to both teacher and students on organizing a project such as an assembly line factory or other hands-on activities the teacher needs help with. About 155 elementary teachers are participating, or about one quarter of the school staff.

Training. Training includes short inservice workshops provided by the State College of Arkansas and Henderson College. Sixty-eight certified staff members participated in a Saturday workshop during the spring semester and received three credits through the State College of Arkansas. There will be a one-week, three-credit workshop in August and a follow-up workshop on Saturday during the fall semester. As with the spring semester workshop, all participants will receive three credits. Henderson College sponsored a three-week workshop during the summer of 1974. No figures are yet available on the number of participants from this district. Materials used for training were lists of ideas by the college instructors and guest speakers. Later, participants developed their own ideas in the classroom while working with students.

Community Resources. Each librarian has a resource file for teacher use. Fifty-four percent of the teachers in participating elementary schools use resource speakers. Arrangements for speakers are made by the individual teacher.

Curriculum Materials. Career education supplements for each reading level are being prepared by teachers under the direction of the project's elementary specialist. These are to be used by the teachers during the 1974-75 school year. Some slide tape presentations of businesses have been prepared by a project staff member. Each story assigned to the class to read is used as a basis for developing ideas for career education activities. Wherever possible an effort is made to correlate the subject matter of the stories with other areas such as social studies, science, mathematics, music, art, poetry, language and economics.

Materials produced by the project are described below.

1. Career Education Supplements to Reading Text.
   Print, intended for teachers, grades 1-10.
2. Bulletin Board Idea Book.
   Print, 48 pages, intended for teachers, grades 1-12.
3. Community Resource File.
   Print, intended for teachers, grades 1-12.
4. Catalog of Print and Audiovisual Materials.
   Print, intended for teachers, grades 1-12.
5. Management Objective Plan.
   Print, intended for project staff.

An Idea That Worked. Under this program a project was developed in which a school "became" a whole city for three weeks. The city was planned in detail. Each classroom was responsible for running one or more of the typical businesses of the city. A variety of activities and methods were utilized in this learning experience. Each child assumed the role of a worker within the city operation. The project ended with the city being open to visitors for one day. The majority of parents came, in addition to visitors from throughout the state. Each business closed for one period during the day on a rotating basis in order to allow each student to visit the other businesses. The purpose of the project was to provide an opportunity for rural students to experience the interdependence of a city and to learn to assume responsibility.

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
Russellville School District #14
Russellville, Arkansas

District and Project Information: 1973-1974

District Population:	14,000
Type of Area:	Small Town
Students' Background:	95% White
Annual Family Income:	40% $10,000-14,999 35% $ 5,000- 9,999

Contact Person:

Loretto Bonner
Career Education Project Director
Russellville School District #14
P.O. Box 928
Russellville, Arkansas 72801

(501) 968-7270

	District Schools	Project Schools
Number of Schools	8	8
Grade Levels	K-12	K-12
Number of Staff	225	225
Number of Students	3,900	3,900

Years of Project Operation: 1

Number of Project Staff: 4 Full-time

Project Funding:

Federal	VEA Part C	$37,200
State	VEA Part C	19,622
Local		3,700
Total		$60,522

Approach to Career Education. This project defines career education as a process that provides an atmosphere of developing self-awareness, career awareness, and the opportunities for investigating this knowledge. It holds that once a person understand himself and the broad options available to him in an ever changing society, he should be given the opportunities for learning at any point in life that will enable him to be a happy, productive individual. The project aims to bridge the gap between schools and the community so that each becomes a learning station for the other. It also intends to broaden the knowledge of teachers, students, and the community in the area of societal change. At the elementary level career education is infused wherever the teacher feels it will be most meaningful. At the secondary level, English teachers have agreed to spearhead career education by emphasizing values clarification and, self-awareness, and decision making. Classroom teachers in other subject areas are also beginning to infuse career education. The career education curriculum contains vocational education. It emphasizes hands-on experiences for students and includes demonstrations, discussion, and student projects. Career education is seen not as a new subject but as the added dismension that makes all learning exciting and relevant.

Project Staff. The project employs a director and two career coordinators, one of whom has served as director of the Title III Materials Center. The project also employs a placement specialist who has always lived in the area and has many community contacts. All four work full time for the project.

They serve all of the schools in the district and a vocational school which some high school students attend part time. The project staff work primarily with teachers and divide their time equally across all grade levels. They also spend time working in the community.

School Staff. Classroom teachers carry out most career education instruction in this district. Guidance counselors have traditionally been oriented towards serving college bound students but are beginning to move toward career education for all students. About 60 percent of the elementary school staff, 50 percent of the middle school staff, and 20 percent of the junior and senior high school staff actively participate in career education.

Training. During this year all staff in the district attended an all day orientation to career education. The project staff have also arranged monthly after school sessions on topics of teacher interest. In addition, some staff participated in a three week university workshop during the summer for college credit. During that workshop participants spend 75 percent of their time in local businesses, social service agencies, and government offices. The project staff has used consultants from other school districts, higher education institutions, and local businesses to assist in training. Sessions have included workshops, demonstrations with students, field trips, and group discussions. They have emphasized community involvement and the use of community resources. About three-fourths of the materials used in training are locally developed including slides and other materials about the local project. About one-fourth are commercially published materials.

Community Resources. The project staff have published a catalog of community speakers and field trips. They also arrange for use of these resources both for staff training and for classroom groups. Teachers also use the catalog to make arrangements for their own class groups.

Curriculum Materials. About three-fourths of the materials used in the district are developed by school staff. The remainder are commercial materials which are selected by project and school staff and purchased for circulation throughout the district. The career education instructional materials used in the district are about half for students and half for teachers. Slightly more materials are available at the elementary and senior high school levels. About 90 percent of the materials used are audiovisual and the remainder are in print.

Some materials produced by the project are described below:

1. A Note to Parents and Community
   Print, 1 page brochure, intended for parents and the community.
2. Implmentation of Career Education in Secondary English Classes
   Print, 30 pages, intended for teachers, secondary grades.
3. Suggestions for Career Awareness Activities in the Elementary Grades
   Print, 5 pages, intended for teachers, grades K-6.
4. A Fourth Grade Teacher's Approach to Career Education
   Print, 6 pages, intended for teachers, grade 4.
5. Drafting as a Part of Career Education
   Print, 7 pages, intended for teachers, secondary grades.
   Script, displays, and evaluation for classroom presentation

on drafting.

6. Russellville Career Education Program Evaluation Design Summary Chart
Print, 40 pages, intended for project director.

An Idea That Worked. This project has emphasized the importance of community involvement in career education. Many activities have been planned and executed to accomplish this involvement. During the first months of school over a hundred different resource people representing 56 different careers have come into classrooms to share information with students. In addition, small groups and classes have taken over 36 different learning trips during this time. Project staff feel that one of the most exciting aspects of the career education program has been the encouragement and participation of the community. Almost without exception, labor, business, and professional people have responded when they have been made aware of the program and the possibilities it holds for young people.

CERES (CAREER EDUCATION RESPONSIVE TO EVERY STUDENT)
Ceres Unified School District
Ceres, California

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Small town

Students' Background: 89% White
9% Mexican American

Annual Family Income: 40% $ 5,000-9,999
30% 10,000-14,999
20% Under $5,000

Contact Person:

Mr. Ramon Faurier
Career Education Project Director
Ceres Unified School District
P.O. Box 307
Ceres, California 95307
(209) 537-4751

	District Schools	Project Schools
Number of Schools	8	8
Grade Levels	K-12	K-12
Number of Staff:	200	200
Number of Students	4,500	4,500

Years of Project Operation: 2

Number of Project Staff: 4 Full-time

Project Funding:

Federal	VEA Part D	$160,000
Local		40,000
Total		$200,000

Approach to Career Education. This project views career education as the umbrella under which all other education functions. It is designed to help students develop their own potential to make wise choices in all areas of life. The curriculum deals with all aspects of life and contains vocational education. Career education is not seen as different content from regular education, but does make teachers and students more aware of the purposes of education. Teaching methods are similar to those always used, but include more frequent use of student projects, hands-on experiences, simulation and games, and the use of learning centers. In this district career education is infused in all subject areas at the elementary level. At the secondary level it is infused in the areas of English, music, social studies, and business. At all grade levels, career education involves a greater awareness of the local and extended community and the part which parents and community agencies can play in education. Project staff and teachers have developed "strategy packages" of student and teacher materials regarding projects such as exploration of self-concept, learning centers, and establishing a micro-society.

Project Staff. The project employs a project director, two curriculum specialists, and a media specialist, all full time. Project staff serve all of the schools in the district. They spend most of their time working with teachers and administrators at the elementary, junior, and senior high school levels. They also spend some time working directly with central office staff and with representatives of the community. In addition, they meet with an

11-15 member advisory council composed of central office staff, guidance counselors, parents, employers, union leaders, and representatives of community organizations and the general public.

School Staff. All staff in the district are actively involved in career education. Most career education instruction is carried out by regular classroom teachers at all grade levels. Some classrooms are involved in carefully planned evaluation studies, either as experimental or as control classrooms. The remainder are all attempting to instill career awareness in students.

Training. The project staff with the help of some consultants from other school districts have conducted training for school staff in the district. In the first year of project operation all staff in the district received two days of preservice orientation to career education. Then individual teachers and administrators working in groups of 10 to 15 participated in five weeks of training. Project staff worked with these teachers and administrators to develop activity packages. In the second year of training, matrix teams made up of teachers, guidance counselors, career education specialists, and administrators were formed to develop strategies to meet specific objectives. These teams worked independently to develop creative student activities. Next year these teams will continue their work by developing ideas to affect attendance, academic roles, etc.

Community Resources. Project staff have explored available community resources such as speakers and materials. Arrangements for use of these resources are usually made by individual classroom teachers.

Curriculum Materials. Eighty five percent of the materials used in the project are developed by school staff and project staff. Most of these are self-instructional materials for students at the elementary and junior high school level. Some student materials have been developed for senior high school students and some materials intended for teachers have been produced. About 80 percent of the materials used in the district are in print and the remainder are audiovisual materials.

Materials produced by the project are described below:

1. Career Education Matrix of Instructional Goals and Objectives.
   Print, 15 pages, intended for teachers, guidance counselors, and administrators, grades pre K-14.
2. Set of Career Objectives Tests to Measure the Behavioral Objectives of Students, Teachers, and Administrators.
   Print, 6-8 pages each, intended for students, teachers, or administrators, grades pre K-12.
3. Activity Packages to Achieve Matrix of Objectives
   Print, 40-50 pages each, intended for students, elementary, junior high school, or high school.

Ceres, California

An Idea That Worked. Staff in the district have established liaisons with community business people in order to provide career education experiences for students. One local cafe owner has been particularly cooperative. On his day off, he turns his restaurant over to students who run it themselves, taking on all necessary roles. He provides the students with food at wholesale prices and they collect the day's profits for use in class projects. In addition, he donates his own time on his day off to train and supervise students as they operate the cafe. Students enjoy this first hand experience and have learned much about the world of business.

CAREER EDUCATION PROJECT
Covina-Valley Unified School District
Covina, California

District and Project Information: 1973-1974

District Population:	25,000-99,999
Type of Area:	Surburban
Students' Background:	89% White 9% Mexican American
Annual Family Income:	50% $15,000-19,999 25% 20,000 or more 20% 10,000-14,999

Contact Person:

Dr. Ragene Farris
Career Education Project Director
Covina-Valley Unified Schools
Box 269
Covina, California 91722
(213) 331-3371 Ext. 206

	District Schools	Project Schools
Number of Schools	26	17
Grade Levels	K-Adult	K-Adult
Number of Staff	800	330
Number of Students	18,000+	12,000

Years of Project Operation: 2

Number of Project Staff: 14

Project Funding:

Federal	VEA	$155,000
Local		155,000
Total		$310,000

Definition of Career Education

A refocused system of education which enables all students at all levels of instruction to recognize the relationships and relevance of instruction to career development and to utilize these perceptions and motivations in planning for and preparing to meet the career demands of our astonishingly complex, technologically-oriented society.

Goals

1. To enable students to see increasingly those relationships and the relevance of current course work (at whatever level of instruction) to life-career applications.

2. To help students construct planning and preparation bridges which will lead to productive and satisfying employment.

These goals are further spelled out in 11 career development performance objectives for students.

The Project

Finances. The project began in 1972-73 with $61,450 in VEA Part C funding and $28,000 in local funding; or a total of $89,450. This year, the project received increased funding from both sources; $155,000 in VEA Part C funds and $155,000 in local in-kind contribution; or a total of $310,000. Over half of project funds for this year was budgeted for project staff salaries. Another 20 percent was spent as compensation for school staff participating in training, and 10 percent for training materials. Smaller amounts were spent for other purposes.

Project Staff. The project staff include a project director, two co-directors, a project developer, seven task force leaders, and three Career Center aides. The project director also serves as director of curriculum for grades 7-12. One co-director serves as director of curriculum for grades K-6. The other is director of research and pupil personnel services. The project developer, who works full-time for the project, was formerly a secondary teacher of language arts. The seven task force leaders are secondary teachers, most in language arts, but including one in science and one in home economics. The Career Center aides work full-time for the project and came to the project from jobs outside the district. In the first year of the project, the staff served the middle schools, senior high schools, continuation school, and adult school of the district. This year the project staff also served half of the elementary schools in the district. Next year, they expect to serve all of the schools in the district and will spend equal time working directly with staff at the elementary, middle, and senior high schools. The project staff spend most of their time working directly with teachers. They also work directly with guidance counselors, and spend somewhat less time with administrators and librarians.

Training. The project staff and some local school staff have conducted 10 hours or more of training for all of the administrators, teachers, librarians, and guidance counselors in the district. The training emphasized teaching techniques and the development of a course of study. The most common forms of training were workshops, demonstrations, and group discussions with the project staff, although participants also made visits and undertook performance contracts relating to special activities. Most of the training took place during the summer and after school, but some training was held on weekends, during the evenings, or on released time during school. The project paid for some released time and paid some participants for certain specified tasks. Two thirds of the materials used in training are student materials. The remainder are intended for teachers. Over half of the training materials are locally developed, while the remainder are drawn from commercial and non-commercial sources.

Public Information. Within the district, the project staff share information most frequently with parents and community service clubs. They also provide information for employers, other community organizations, and for their congressmen. They send newsletters, invite visitors, and sometimes submit news items to radio, television, or newspapers. They also meet with several advisory committees made up of school staff, parents, and representatives of business, unions, and community organizations. The project staff disseminate information outside the district by sending newsletters and inviting 10 to 15 observers from other school districts each month. In addition, they send locally-developed curriculum materials as requested.

The School Instructional Program

Staff. Teachers and guidance counselors carry out career education instruction in the classroom, and guidance counselors also work in the Career Centers. In the first year of project operation, about one fourth of the middle and senior high school staff actively participated in career education. This year, about half of the middle school staff, a third of the senior high school staff, and 10 percent of the elementary school staff were actively involved. Next year, more of the staff at each level are expected to be involved.

Content. Drawing from national and state publications, the project has developed a definition of career education and broad goals, both for students and for the project as a whole. In addition, more detailed objectives stated in terms of student behaviors have been developed. At the secondary level, for example, "The student should develop a tentative career preparation plan and build into this plan a recognition for the probable need to undergo training throughout his life in order to prevent his own obsolescence." Further, each course includes still more specific performance objectives for the student. The career education curriculum deals with such aspects of life as self-awareness and career awareness. This project.has focused on shifting the emphasis of the curriculum to make all instruction more relevant to the needs of young people. It deals with man and his total being, including employment and the world of work. As the entire curriculum is life-career related, it helps students see the relationship between what they are learning and its application. The career education curriculum aims to build bridges between skills and their application in the real world. In this district, career education contains vocational education.

Methods. The methods used to teach career education include many of the same strategies used in the regular curriculum, but with a different emphasis, including the more frequent use of demonstrations, discussions, student projects, and hands-on experiences. Career education is infused in all subject areas at both the elementary and secondary levels. The project began by asking all career education project teachers to see the relationship and relevance of their existing program, course, and performance objectives to life-career application. Subsequently, teachers have infused many career development objectives into all courses in all areas of instruction. In addition, many guidance activities are used to help classroom teachers implement career education.

Curriculum Materials. About 70 percent of the career education instructional materials used in the project are developed by the school staff with the assistance of the project staff. The project and school staffs have also selected useful commercial and non-commercial materials which they have purchased, either for use in a specific classroom, or to circulate throughout the project. Most of the materials used in the project are for students, primarily at the junior and senior high school levels. Some materials for teachers are also used. About 60 percent of the career education materials are in print, and the remainder are audiovisual materials, including many synchronized slide-tape presentations. Some of the materials created by the project are described at the end of this report.

Community Resources. The project staff has explored and cataloged community speakers and materials. They frequently arrange for use of speakers and other resources. In addition, the district has an extensive Work Experience Education Program which offers students many different kinds of work experience and on-the-job training in the community for credit and/or pay.

Evaluation

Internal Evaluation. The district has conducted a comprehensive internal evaluation of all aspects of the project. It has used interviews, observations, and questionnaires with the project staff, school staff, students, and community. It has also conducted a review of project records and products.

External Evaluation. A private agency has conducted an external evaluation of many aspects of the project, including financing, staff, number of schools served, populations served, staff training, and curriculum materials. This agency also evaluated aspects of the school instructional program, such as the acceptability of career education to school staff, the extent and quality of implementation, and the effect of the career education curriculum on pupil learning and behavior. In conducting this study, the external evaluator used interviews, observations, and questionnaires with project and school staffs, and students. The evaluator also reviewed project records and products.

Materials

1. *A Course of Study for Grades 7-12*
   Print, 600 pages (3 volumes), intended for teachers, grades 7-12. Includes an outline for each course offered which describes the skills to be learned and related career applications.
2. *A Course of Study for Adults*
   Print, about 50 pages, intended for teachers and students, adult education.
3. *200 Career Learning Experiences*
   Print, 4-20 pages each, intended for teachers and students, grades K-12. Each includes objectives, activities, and student outcomes.

Covina, California

An Idea That Worked

Teachers and counselors in four intermediate schools assisted eighth grade students in developing decision-making skills that would enable them to make a sucessful entry into high school. First, teachers administered the Kuder General Interest Survey, and counselors profiled and interpreted the results. A group of 10 teachers in each of the four schools volunteered to conduct two career seminars in each of the 10 interest areas covered by the Survey. Teachers picked areas which interested them, familiarized themselves with information available in the Career Center, and planned a two-day career seminar. Each student received a guidance folder, including his Kuder profile, career exploration worksheets, and a profile derived from his Differential Aptitudes Tests, as well as information related to high school programming. He then chose one of his three top areas of interest, as revealed by the Kuder profile, to explore in terms of occupational possibilities, related educational programs at the high school level, and the possibilities of post-high school jobs or advanced education. After attending a seminar in his chosen area, each student reviewed his folder with his parents. Then parents and students were invited to meet with the high school counselors to learn more about the instructional options and possibilities available at each of the three high school campuses. Students and parents viewed slide tapes-relating student interests to instructional areas and to career possibilities and opportunities within the local community. High school counselors have been impressed with the knowledge these students displayed in planning their high school programs. In addition, there has been more guidance and career planning involvement between the eighth grade teachers and their students as a result of this project.

COMPREHENSIVE CAREER EDUCATION PROJECT
Los Angeles Unified School District
Los Angeles, California

District and Project Information: 1973-1974

Contact Person:

Robert Sampieri
Coordinator
Comprehensive Career Education
Los Angeles Unified School District
Comprehensive Career Education Office
450 N. Grand Avenue Room A301
Los Angeles, California 90051

District Population: over 1,000,000

Type of Area: Urban

Students' Background: 42% White
27% Mexican American/ Spanish Surname
26% Black

Annual Family Income:

	District Schools	Project* Schools
Number of Schools	650	10
Grade Levels	K-Adult	K-14
Number of Staff	25,500	577
Number of Students	650,000	12,450

Years of Project Operation: 3

Number of Project Staff: 4 Full-time

Project Funding:

Federal	Discretionary Funds USOE Commissioner	$ 1,103,360
	NIE	50,000
	VEA	100,000
Local		90,000
Total		$ 1,343,360

Approach to Career Education. During the first two years of the project, the district participated in the Comprehensive Career Education Model. More than 100 instructional and guidance units were developed for use in conjunction with the regular curriculum in grades K-12. Next, a case study was conducted on the status of career education, and plans were outlined for the first-year implementation of a comprehensive program. At the same time, one set of the instructional guidance units was delivered to each of the twelve administrative areas within the district for dissemination to teachers. Area administrators attended a training session on suggested prodedures for implementing Comprehensive Career Education. More than 40 teachers and counselors participated in a district model for inservice (Personnel Exchange Program) which permits a staff member to spend five days exploring occupations and working conditions at one work site. District-wide inservice on curriculum infusion strategies begins in the 1974-75 school year.

*The project, now in its third year, included 10 schools during the first two years

Project Staff. The project staff includes a coordinator, an administrative consultant and a research analyst. All three are responsible for planning and implementing career education for grades K-12 on a district-wide basis. In addition, a project director for Career Expo '75 is responsible for managing a 10-day exhibit of careers for more than 198,000 high school students in Los Angeles County.

School Staff. Teachers and counselors are responsible for infusing career education concepts into the regular K-12 instructional program. Career advisors and work experience coordinators at each high school assist pupils with gidance, programming, transportation and follow-up for career education activities outside of the school.

Training. Using a trainer-of-trainers approach, project staff conducted orientation this year for area administrators who are currently providing training for teachers and counselors in how to use career education curricula and how to develop comprehensive career education programs within local schools.

Community Resources. The Los Angeles County Alliance for Career Education and Industry Education Councils is an organization of more than 100 representatives from business, industry, labor and governmental agencies. With the project staff, the Alliance provides resources and support for 1) a school Personnel Exchange Program with industry and service agencies, 2) work-experience opportunities, and 3) a 10-day Career Expo which will permit 198,000 students to explore innumerable occupations in 12 clusters. Other significant community resources are Advisory Councils (District Goals Review Committee, Project Advisory Steering Committee) which assist the district and project staff with planning and delivery of career education.

Curriculum Materials. In conjunction with five other school districts participating in the Comprehensive Career Education Model, the project staff developed more than 140 K-12 instructional and guidance units. Some are designed for infusion into the existing curriculum and others provide instruction in a specific occupational skill.

Materials produced by the project are described below:

1. Our Children's Future is Now
   This is a guide to parent involvement in career education.

2. Educational Experience Exchange
   A description of initiatives for employers in supplying comprehensive career education.

3. Growing Up Aware
   A description of initiatives for employers in supplying comprehensive career eduation.

4. 140 Instructional and Guidance Units
   Intended for teachers and students, grades K-12.

Los Angeles, California

An Idea That Worked. In May 1972, the Los Angeles Comprehensive Career Education Model and Los Angeles City College entered into a contract to participate in the Counselor Aide Program. This program provides a combined college training and public school field work experience leading to an Associate in Arts (AA) Degree. Its goal is employment, either part-time or full-time, at approximately $4.00 per hour with the Los Angeles Unified School District. The purpose of this program is to prepare students from low income disadvantaged areas to serve as paraprofessional counselors in their local schools and thus to supplement the counseling services offered to disadvantaged students. At the same time, students in the program help themselves by completing a training program which prepares them for a satisfying career as a counselor aide and which later can be used as a springboard for further professional advancement. The counselor aides have been successful in extending the service base of the counseling programs in low-income and disadvantaged areas by freeing professional counselors from tasks which the counselor aide could perform. As a result, the Los Angeles Board of Education is currently expanding the counselor aide program to every school in the Los Angeles Unified School District.

ORANGE COUNTY CONSORTIUM*
CAREER EDUCATION PROJECT
Orange, California

Districts and Project Information- 1973-1974

Districts' Population: 270,000 (3 districts)

Type of Area: Suburban

Students' Background
77% White
19% Mexican American

Annual Family Income:
50% $15,000-19,999
25% $20,000 or more
20% $10,000-14,999
5% below $10,000

Contact Person:

Jack Rappington, Project Director
Orange Unified School District
370 North Glassell
Orange, California 92666
(714) 997-6111

	District Schools	Project Schools
Number of Schools	79	15
Grade Levels	K-Adult	K-Adult
Number of Staff	2,931	825
Number of Students	74,230	32,762

Years of Project Operation: 2

Number of Project Staff:
3 Full-time
23 Part-time

Project Funding	for 3 Years
Federal	$ 494,669
State	106,116
Total	$ 600,785

Approach to Career Education. The Orange County Consortium is an action-based Career Education Model funded under Part D, Public Law 90-576 for a period of three years. The 1974-75 school year will be the last fully-funded year. In the period of three years for which the project has been funded, a major activity has been the development of a variety of software that can be replicated in any existing school district in the United States. This software consists of curriculum units and media which are designed to ensure articulation of the career education concepts, vertically, K through 14, and horizontally, through each grade and sub-level. In effect, at the completion of the project, we will have a spiral curriculum that addresses itself specifically to career education concepts and to the fifteen United States Office of Education career clusters. Multi-media have been researched and developed to aid and assist the classroom teacher in the presentation of these curriculum units. In addition to this effort, the project will develop many other types of activities such as gaming simulations, a K-14 guidance component, creative puppetry, etc. The project will also extend the activities in which the unified school districts are currently involved with respect to our Community Classroom Program and the Regional Occupational Program.

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*The Orange County Consortium consists of the Orange Unified School District, the Santa Ana Unified School District, and the Rancho Santiago Community College District.

In order to accomplish these things, a team of teachers and administrators has been appointed, whose specific responsibility it is to produce and implement of the objectives of this project. The use of specialty teams to accomplish specific tasks has been a major effort in the development of the activities described. In order to satisfy the objectives of each activity, a management team has identified teachers from the target schools who have special talents. These teachers have then been assigned the task of completing the activity desired.

In order to achieve the objectives of the project, the first step was to assess the curriculum as it already existed. This assessment did a very important thing: it described the scope of the career education activities that existed prior to any development by the Career Education Project. At the end of the project, a similar assessment will be conducted to determine the extent to which the project met its goals and objectives.

To date the interim evaluation of project activities has been accomplished by means of a pre/post administration of a variety of staff and student surveys. These assess degree of involvement in the project, change in attitude and understanding of basic career education concepts, and reaction to project-developed curriculum units, media exhibits and guidance. All results have been marked on Op-Scan sheets and run through the Orange/Santa Ana data processing system. This system uses a Burroughs 3000 computer for a simple printout by school, by type of educator, ie., counselor, career education facilitator, administrator, teacher and by student grade level. Each reports an item-analysis display of raw number and percentage responses. Items on each student survey were keyed to one or more of the four student performance objectives.

MODEL CAREER GUIDANCE CENTERS PROJECT
Tehama County Department of Education
Red Bluff, California

District and Project Information: 1973-1974

District Population: 31,200

Type of Area: Rural and Small Town

Students' Background: 96% White

Annual Family Income:

Contact Person:

Mr. Clayton L. Gregersen
Project Director
Tehama County Department of Education
P.O. Box 810
Red Bluff, California 96080
(916) 527-5811

	District Schools	Project Schools
Number of Schools	17	10
Grade Levels	K-12	4-12
Number of Staff	450	33
Number of Students	7,920	2,500

Years of Project Operation: 2

Number of Project Staff: 2 Full-time

Project Funding:
Federal $60,000

Approach to Career Education. Career education in the elementary program was designed such that pupils entering the seventh grade demonstrated a perceptive awareness of the world of work and its significance for themselves. Students entering high school demonstrated that they had some understanding of the careers to which they aspired. They were able to make course choices for high school in preparation for the careers they had chosen. High school graduates had salable skills and attitudes appropriate for job entry, or had planned a further career training program based upon empirical knowledge that would in many instances lead to an existing entry-level job. The project staff attempted to infuse career education into the entire curriculum, with various emphases at different grade levels. This was accomplished through inservice training, a teachers' curriculum guide, a model career center for project teachers' classrooms, multiple self-assessment forms and a variety of career exploration materials.

Project Staff. There are three full-time project staff members, a director, assistant director, and secretary. There are 33 teachers involved in the project. The full-time staff members design and conduct inservice training programs, acquire and supply materials, and work with project teachers. All of the large schools in the county have at least one teacher involved in the project, including all of the high schools.

School Staff. Career education instruction is carried out by classroom teachers.

Training. Training takes place at the county school office, or in other available facilities. Training is conducted by the project director and his assistant with the assistance of outside consultants. The primary purpose of the training program has been to demonstrate and utilize new materials, discuss the program, present ideas and evaluate the project.

Community Resources. Community members are used as guest speakers in classrooms. Community employers have been polled on job needs. There is also a regional occupation program advisory board made up of representatives from the community.

Curriculum Materials. The curriculum guide for the project was designed locally and is used by teachers in grades 4-12. While the material in the guide is primarily designed for use by teachers, it includes many items intended for use by students. These materials are in printed form. The curriculum guide was developed by the project director.

COOPERATIVE CAREER EDUCATION *
San Diego County Department of Education
San Diego, California

Area and Project Information: 1973-74

Area Population: 100,000-499,999

Type of Area: Suburban

Students' Background: 80% White
13% Mexican American

Annual Family Income:

Contact Person:

Mr. Dan Nasman
Project Coordinator
Cooperative Career Education
San Diego County Department of Education
6401 Linda Vista Road
San Diego, California 92111

(714) 278-6400

	Area Schools	Project Schools
Number of Schools	20	5
Grade Levels	K-Adult	K-Adult
Number of Staff	2,200	
Number of Students	66,000	

Years of Project Operation: 2

Number of Project Staff: 2 Full-time
3 Part-time

Project Funding:

Federal	VEA Part C	$78,000
Local		$20,000
Total		$98,000

Approach to Career Education. This project was designed initially to establish a meaningful, comprehensive, sequential, and interrelated K-12 career education program in schools that already had fundamentally sound programs in instruction and in counseling and guidance. The program was designed to help students achieve self-awareness in grades 1-3, career orientation in grades 2-7, career exploration in grades 5-9, and career selection in grades 8-12. The project has now expanded to include a community college and an adult education program and aims to provide career selection and specialized training for students in grades 10-12, community college students, and adults. It also aims to provide preparation for later training in entry level jobs, technical jobs, or professional jobs, if students so desire. The main strategy of this project has been to offer thorough staff development and training. The project's philosophy is that with good training, teachers themselves can adapt their regular program to meet the goals of career education. From in-service sessions, a cadre of team leaders emerge to act as peer models within each school building. At both the elementary and secondary levels career education is infused in all subject areas and self-exploration, values, decision making, and leisure are all stressed within the regular curriculum. The career education curriculum

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* This project is administered through the San Diego County Department of Education and serves an area within the county which includes two elementary schools, a junior high school, a high school, a community college, and an adult center.

contains vocational education in this district. Many hands-on experiences and field explorations are available to students, particularly at the upper levels.

Project Staff. The project employs a part-time project director, a full-time elementary coordinator, and a full-time secondary coordinator. The project also received some services from a community college coordinator and a teacher resource person. The project staff serve three elementary schools, a middle school, and a high school in two districts. They also serve a community college and an adult center. The project staff spend about two-thirds of their time working directly with teachers at all grade levels. The remainder of their time is spent in planning, office activities, and with community representatives and central office staff.

School Staff. Both teachers and guidance counselors work in the classroom to carry out career education instruction. About 70 percent of the elementary school staff, 80 percent of the middle school staff, and 50 percent of the high school staff actively participate in career education.

Training. The project staff and consultants from outside the schools have oriented all of the staff in the project schools to career education. They have also provided training for half of the administrators and 60 percent of the teachers, counselors, and librarians in the project schools. Teachers have received released time to participate in training sessions during school and have received college credit for after school sessions. Training sessions have included lectures, workshops, demonstrations, field trips, and group and individual discussions. Sessions have emphasized curriculum development and have included information on the use of community resources, the selection of materials, teaching techniques, and values clarification. Teachers have participated in an experiential approach in which they first examine their own career development, and then draw parallels in student development. They then experiment with modifying curriculum so as to train themselves for full-scale implementation activities. About 80 percent of the materials used in training are locally developed, and almost all are intended for students.

Community Resources. A catalog of community speakers, field trips, and materials is available through the county office. Project staff make arrangements for use of these resources. They also arrange for student work sites.

Curriculum Materials. About 80 percent of the career education instructional materials used in the district are developed by teachers for use in their own classrooms. The remainder are selected by project staff from both commercial and non-commercial sources. Almost all are curriculum guides or other teacher materials and almost all are in print. About half of the materials are elementary level, one-fourth middle school level, and one-fourth high school level.

Some evaluation instruments created by the project are described below:

1. Teacher Survey on Knowledge and Attitudes
   Print, 2 pages, intended for all teachers.

2. Student Surveys on Knowledge and Attitudes (Three)
   Print, 1-2 pages, intended for students, grades 6-8, 9-12, or community college/adult.

An Idea That Worked. An evaluator has surveyed staff and students to measure program impact. All were pretested and then participated in various career education activities. Some were involved in formal instruction in special mini-classes. Some participated in activities such as field investigations and games. Others did not participate in any of these activities. Post tests were then administered. Student findings revealed that teacher involvement in staff development activities and teacher-led classroom activities were significantly more effective than special classes or no participation in the program at all. Project staff have taken this into account in planning further staff development activities and in providing support and resources for teachers.

SANTA BARBARA CAREER EDUCATION PROJECT
Santa Barbara School Districts
Santa Barbara, California

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Suburban

Students' Background:
53% White
39% Mexican American
6% Black

Annual Family Income:

50%	$10,000-14,999
20%	15,000-19,999
20%	5,000- 9,999
5%	Under $5,000
5%	20,000 or more

Contact Person:

Clifden Purcell
Career Education Coordinator
720 Santa Barbara Street
Santa Barbara, California 93101
(805) 963-4331

	District Schools	Project Schools
Number of Schools	19	9
Grade Levels	K-12	K-Adult
Number of Staff	650	350
Number of Students	18,000	8,800

Years of Project Operation: 2

Number of Project Staff:
8 Full-time
3 Part-time

Project Funding:

Federal	VEA Part C	$ 107,000 (1972)
		155,000 (1973)
Local		300,000
Total		$ 562,000

Approach to Career Education. The project has major activities in these areas: curriculum development, inservice training, classroom extension activities, media and materials production and use, secondary career exploration and orientation, career counseling, placement assistance, community college career development activities, parent and community involvement, and project administration. Group inservice training preceded the opening of school and continuous small-group inservice training was provided by the coordinator and the development/demonstration teachers. The goal here was to infuse career education concepts into the curriculum. A strategy guide for K-6 was developed and both parent and community resources were used extensively by the project staff. At the elementary level, individualization through the use of learning centers was a prime focus. At junior and senior high schools, as well as at the community college, a career information center was established.

Project Staff. The project staff included eight full-time positions and released-time divided among three schools to make an additional position. The coordinator spent 75 percent of his time working with project staff and with teachers and counselors individually. At level K-6, two teachers were released from teaching duties to serve as development/demonstration teachers. They developed curriculum, arranged small group and individual meetings with teachers, and conducted demonstration lessons. A counselor at one junior high school career education center was assisted by a career information technician who operated a similar center at the project's other junior high school. At the secondary level, development/demonstration teachers were released for one or two periods to assist other teachers with implementation strategies. A resource media specialist provided graphics for curriculum materials and project publications.

School Staff. Career education concepts were infused into the regular instructional programs by classroom teachers and counselors who worked in corporation with the career information technician. Since the project began, 90 percent of the elementary teachers in the five project schools were actively involved. Last year secondary teachers also became active in career education.

Training. Inservice training was done in three ways. There were group workshops prior to the opening of school, university extension credit courses were taught by the project coordinator, and continuous small group and individual meetings were conducted by the coordinator and by development/demonstration teachers.

Community Resources. The education committee of the Chamber of Commerce provided speakers for the classrooms and locations for work-site visitation while the National Alliance of Businessmen sponsored a Career Guidance Institute for counselors and teachers. Parents who were recruited through local PTAs served as community resource people for classroom teachers. Individual teachers frequently made their own contacts with resource persons as they needed them.

Curriculum Materials. For grades K-6, a strategy guide was developed. Each section of it is based on a definite concept, includes a performance objective, and presents ideas that teachers can use to infuse career education into each subject area. Every grade level and every subject was covered in the guide and there were references to specific texts and locally available materials. Local professional persons were interviewed and these interviews, recorded on video tape, are used by teachers and students in the career education program.

Materials produced by the project are described below:

1. Curriculum Strategies K-6
   Print, 226 pages, intended for teachers, grades K-6.

2. The Day Charlie Didn't Come
   Print, 10 pages, intended for students, grades preschool/primary.

3. The Why Not Book
   Print, 26 pages, intended for students, grades preschool/primary.

4. Energy and Courage for Tomorrow
   Print, 41 pages, intended for students, grades K-6.

5. Bill Wants to be a Scientist
   Print, 33 pages, intended for students, grades 3-6.

6. Focus on Career Education Newsletter
   Print, 4 pages. Monthly newsletter.

7. What is a Worker?
   Print, 18 pages, intended for students, grades preschool/primary.

8. Interviews with Local Professional Persons
Video-tapes, 100 tapes/20 minutes each, intended for teachers and students.

An Idea That Worked. A portable conference telephone allowed teachers and students to interview community resource persons without leaving their schools. Phone jacks were installed in the career information center and in the libraries of elementary schools. Students prepared questions in advance, and resource persons were contacted by teachers before connection of the conference telephone. The total cost for the year was less than that for two field trips.

EPDA CAREER EDUCATION STAFF DEVELOPMENT PROJECT
Boulder Valley Schools
Boulder, Colorado

District and Project Information: 1973-1974

Contact Person:

Mr. Harrell Guard
Inservice Director
Boulder Valley Schools
Box 11
Boulder, Colorado 80302
(303) 447-1010

District Population:	100,000-499,000
Type of Area:	Suburban
Students' Background:	88% White 8% Mexican American
Annual Family Income:	30% $10,000-14,999 30% $15,000-19,999 28% $20,000 or more

	District Schools	Project Schools
Number of Schools	43	31
Grade Levels	K-12	K-12
Number of Staff	1,050	300
Number of Students	29,000	

Years of Project Operation: 2

Number of Project Staff: 1 Full-time

Project Funding:

Federal	$30,000
Local	8,000
Total	$38,000

Definition of Career Education

An emerging and essential concept that provides a system of learning experiences which will assist youth to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the responsibilities involved in such career choice, the intelligent determination and appraisal of personal capabilities and aspirations, the requisites for all occupations, and opportunities to prepare for gainful and useful employment.

Boulder, Colorado

Goals

1. To provide the student with an increasing value and appreciation of the dignity of work, the knowledge of the world of work, and the need for and satisfaction of acquiring a salable skill.

The Project

Finances. The project began in 1972-73 with $45,000 in Federal VEA Part C funding and $8,000 in local funding. This year the project received $30,000 in EPDA funding and $8,000 in local funding. Seventy percent of project funds for this year was budgeted for project staff salary. The remainder was spent in smaller amounts for other purposes.

Project Staff. The project employs 1 full-time inservice coordinator. He formerly served on the staff of the State Department of Education. The coordinator serves as a resource teacher and organizes inservice training for teachers in the district. Last year he served about 20 percent of the elementary schools in the district and one junior high school. This year he served 75 percent of the elementary schools, all of the middle schools, and 40 percent of the junior and senior high schools. The coordinator spends most of his time working directly with teachers, especially those at the elementary and senior high school levels. He also spends about 20 percent of his time with central office staff.

Training. Staff development has been a major focus of this project. The coordinator has been responsible for organizing and carrying out training, along with local school staff and consultants from higher education institutions. All of the central office staff received an orientation to career education when the project began. Since then 60 percent of the principals, teachers, librarians, and guidance counselors in the district have received training. Training sessions were organized as 30 hour courses offered over ten week periods. The coordinator serves as an adjunct professor and participants in one of these courses can receive credit from almost any college or university in the state. Courses include workshops, trips and visits, and group and individual discussions with the coordinator and other school staff. Course content includes an orientation to career education, development of a model for local implementation, and an introduction to implementation steps such as the development of instructional materials, use of community resources, the development of curriculum scope and sequence, instructional techniques, career clustering, and information about the world of work. About half of the materials used in training are developed in this district and half in other districts. Most are materials intended for students, although some professional materials are used.

Public Information. The coordinators share information about the project both within the district and outside by speaking at meetings and inviting visitors to observe the project. A heavy emphasis is also placed upon preparing news items for local radio, television, and newspapers. In addition, locally-developed curriculum materials are sent to other projects upon request.

The School Instructional Program

Staff. Both classroom teachers and guidance counselors carry out career education instruction in this district. Almost half are actively involved in career education. In addition, about half of the central office staff in the district and a third of the principals are actively involved in career education.

Content. Based upon the definition of career education stated above, the district has developed broad goals for students including "Every high school graduate will have made a tentative career choice." At each level learning is related to the four life roles of family, citizenship, occupation, and leisure time. Career education contains vocational education in this district.

Methods. Although the content of career education does not differ from the regular curriculum, the method by which it is taught does differ. In a career education approach the teacher becomes the manager of learning activities, rather than a lecturer. Students participate in many more projects and hands-on-experiences. At the elementary level career education is infused in the subject areas of art, language arts, mathematics, music, science, and social studies. At the secondary level career education is infused in most subject areas and is also offered in separate courses such as one exploring the health cluster.

Curriculum materials. In this district, once teachers have received training, most usually develop or adapt their own materials for classroom use. About three-fourths of the materials used in the project are locally developed. The coordinator has been responsible for identifying some useful curriculum materials for purchase and for loaning and circulating locally-developed and commercially-published materials throughout the district. About half of the materials used in the district are intended for students and half for teachers. Almost all materials used are in print form.

Community Resources. The coordinator has identified some of the community speakers, trips, and materials available for use by the project. In the past he arranged for use of these resouces, but teachers have begun to make their own arrangements more and more frequently as the project has expanded.

Evaluation

Internal Evaluation. No internal evaluation of the project has been conducted.

External Evaluation. During this year a private agency has conducted an external evaluation of staff training, use of community resources, the acceptability of career education to school staff, and the effect of the career education curriculum on pupil learning and behavior. The agency used interviews, observations, questionnaires, and tests to collect data for this study. They obtained information from the coordinator, the school staff, and current students in the project.

Materials

1. The Boulder Valley Schools Approach to Career Education.
   Slide-tape, 20 minutes, intended for teachers, parents, community members, and project staff.
   Shows how teachers and principals approach career education in the elementary and junior high school.

An Idea That Worked

Faculties in some schools are discovering that total school career education projects are a practical and exciting way to unify efforts and solve personnel communication problems. This approach also helps resolve scope and sequence concerns since teachers plan together the activities they are going to use at each grade level. Examples of such projects are an all-school weather station, a school newspaper, a school publishing company, a landscaping project, and a slide and tape exchange project whereby project information about the district is sent to schools in other areas in return for tapes and slides from those areas. All of these efforts infuse career education concepts into all subject areas and grade levels within a school.

EXPLO: CAREER EXPLORATION FAIR
Metropolitan Denver School Districts
Denver, Colorado

Districts and Project Information: 1973-1974

Districts Population: Over 1,000,000

Type of Area: Urban and Suburban

Students' Background: 85% White
11% Spanish surname

Annual Family Income: 29% $10,000-14,999
26% $15,000-24,999
23% $ 5,000-9,999
13% Under $5,000
9% $25,000 or more

Contact Person:

Dr. Carl H. Chiko
Director/Consultant
EXPLO: Career Exploration Fair, Inc.
1805 South Bellaire Street, Room 400
Denver, Colorado 80222
(303) 753-1472

	Districts Schools	Project Schools
Number of Schools	-	129
Grade Levels	K-12	7-12
Number of Staff	15,730	1,446
Number of Students	346,150	43,156

Years of Project Operation: 1

Number of Project Staff: 1 Full-time

Project Funding:

State	$ 2,500
Local	21,000
Total	$23,500

Definition of Career Education

Career Education is a developmental process wherein all individuals are given the opportunity to integrate personal, family, school and community involvement into an understanding of themselves and their career opportunities, a preparation for the next steps in their career development, and a choice of personal direction through career planning so that they may participate in fulfilling and productive careers throughout their lifetimes.

Goals

The project's primary goal is to coordinate and facilitate the further implementation of career education statewide. Some other goals are:

1. To hold EXPLO on an annual basis.
2. To create a system for building a community resources clearinghouse.
3. To operate this community resources clearinghouse.
4. To investigate the feasibility of establishing permanently housed career exhibits.

5. To identify ways in which EXPLO can assist various educational agencies to facilitate career education programs.

6. To develop various media presentations to be used for educators, business-industry interests, and service groups which will explain career education and provide a list of activities which each sector can engage in to further career education.

The Project

Finances. The project began in 1973-74 with $23,500 original generating funds. The major portion of these project funds were budgeted for the project director's salary. The balance of the funds went to office supplies, telephone, printing, and minor miscellaneous expenditures. The costs entailed in renting the exhibiting hall and setting up the exhibits (which depicted career opportunities in each of 15 cluster areas) were borne totally by the various 270 exhibitors representing business and industry, organized labor, and the various agencies. This total cost figure in dollars and "in kind" services represented approximately $1,000,000.00.

Project Staff. The project staff include a project director/consultant and thirty Junior League volunteers. One Junior League member served as board chairman, 15 served as cluster chiefs, and the remaining 14 completed organizational tasks on the various committees. The EXPLO board chairman and director functioned as an overall management team for the total project. Responsibility for execution of the project was subdivided under three main committees--Employment Sector (exhibits), Education Sector, and the Media Sector. Each of these committees was headed by a Junior League Member. The employment sector chairman supervised the 15 cluster chiefs who worked with approximately 270 representatives from business and industry, organized labor, and various agencies. The education sector chairman headed a committee of five Junior League volunteers who were responsible for working with the sixteen school districts to provide up-to-date information on the fair and to train teachers in the most effective use of pre- and post-fair career materials. The media sector chairman had a committee of five Junior League volunteers who were responsible for writing public service announcements and press releases about EXPLO for distribution to area radio and television stations and newspapers.

Training. The project staff (thirty volunteers) underwent "on the job" training at two levels. The EXPLO chairman and the director met with the three committee chairmen at regular intervals during the project and offered them training programs. Then the respective chairmen offered this training to their committee members working in their designated areas of responsibility. This organizational structure facilitated maximum feedback from the committee members to the chairmen of their committees and back to the EXPLO board chairman and director. In turn this expedited dealing quickly with difficulties or problems as they arose at the working levels within each committee. Production of all training materials, curriculum materials, and public relations materials were the responsibility of these three committees. Each committee sought the advice and assistance of professional experts (on a volunteer basis) when necessary. A modest estimate of approximately 1,000 volunteers from the Denver area were involved in putting EXPLO together.

Public Information. The media sector committee had overall responsibility for this aspect of the project. Not only did they prepare all of the public service announcements for radio and television and the written copy for the newspapers, but they also appeared on dozens of radio and television interview shows to publicize EXPLO. These interviews usually involved one of the cluster chiefs and a person from business and industry, organized labor, an agency and/or an educator. These presentations began in October, 1973 but increased in frequency as the March date for EXPLO approached. In-house publications in business and industry and professional, agency, and educational journals carried numerous articles regarding EXPLO, its goals, and its potential effect on students as well as the total community.

The Educational Sector

Staff. The education sector committee prepared informative presentations and workshops for teachers in the sixteen metropolitan Denver school districts. Both the orientation sessions and the workshops were presented as the school districts requested them. They ran a total of 17 workshops for 12 of the 16 school districts. Two of the school districts conducted their own workshops after attending orientation sessions by the volunteers. The remaining two school districts did not avail themselves of our workshop personnel, but ran workshops with their own teachers. The education committee made dozens of orientation presentations for cooperating school districts.

Curriculum Materials. The education committee had the responsibility of preparing the curriculum materials used pre- and post-EXPLO both by the students and the teachers. National and state publications on career education and local school career education experts were used as sources in the development of EXPLO curriculum material. The materials emphasized the world of work and job choices within the United States Office of Education cluster model. The materials also attempted to demonstrate to young people the relationship between their school work and career choices in the "real world" outside the classroom. The materials have enjoyed broad acceptance not only by school districts participating in EXPLO but also throughout the State of Colorado. This summer they are being used as resource material for a college class offered to secondary school teachers involved in career education. Initially the materials were prepared and field tested for the Junior High School reading and comprehension level. After the necessary revisions were made, they were published at EXPLO's expense and then sold at cost to the cooperating school districts. The increased demand from the school districts directly involved in EXPLO and other throughout Colorado necessitated a second and eventually a third printing.

Community Resources. The project staff recruited 276 exhibitors from business and industry, organized labor, and agencies in order to present a broad and comprehensive picture of career choices. These career resource people were then clustered together within 15 career clusters (U.S.O.E. model). Under the chairmanship of a cluster chief (Junior League volunteer) these clusters worked to identify their physical format and their philosophical rationale. This actual development consumed an average of approximately 3,000 person hours prior to the actual week of EXPLO. As a result of this common task new lines of communication and cooperation developed between and among people who previously had seen themselves as competitors within the community.

EXPLO has developed a catalog of community resources on a scale which previously did not exist. A spin-off from EXPLO was a pilot project internship of senior high school students with one of the local manufacturing companies. This pilot project involved 11th grade students taken into a three week internship at management levels to observe and participate in the decision-making processes within industry. The initial results are encourating and hopefully this first attempt will be replicated on a much broader scale during the coming school year.

Evaluation

Internal Evaluation. Each of the 40,000 junior high school students attending EXPLO completed pre- and post-fair interest inventories based on the 15 career clusters. This inventory had two objectives. First it attempted to demonstrate student career interests prior to preparation and involvement in the fair. Second, the post-fair inventory attempted to assess a gain and/or change in the awareness and career choices of students following the fair. A private agency is analyzing the results of these questionnaires.

External Evaluation. A third party evaluator was engaged by EXPLO to collect data from the exhibitors, the teachers involved in the project and other visitors to EXPLO during March 11 to 15, 1974. The instruments were designed and applied by this private research agency. They are now in the process of analyzing the results from their sampling. The evaluation includes such aspects of the project as the acceptability of the project, the extent and quality of the implementation, and the effect of the curriculum materials on student learning and behavior. In conducting this investigation the evaluator used questionnaires with students, teachers, other visitors to EXPLO and the exhibitors themselves.

CAREER EDUCATION PROJECT
Northeast Colorado Board of Cooperative Educational Services (BOCES)
Haxtun, Colorado

BOCES and Project Information: 1973-1974

Contact Person:

Mr. Al Renzelman
Coordinator of Career Education
N.E. Colorado BOCES
North Colorado Avenue
Haxtun, Colorado 80731
303 774-4343

BOCES Population: 25,000-99,999

Type of Area: Rural

Students'Background: 95% White
5% Other

Annual Family Income: 50% $ 5,000-9,999
30% $10,000-14,999
10% Under $5,000
8% $15,000-19,999

	BOCES Schools	Project Schools
Number of Schools		
Grade Levels	K-Adult	K-Adult
Number of Staff	740	740
Number of Students	11,000	11,000

Years of Project Operation: 1

Number of Project Staff: 1 Full-time
14 Part-time

Project Funding:

State	$ 74,000
Local	40,000
Total	$114,000

Approach to Career Education. Fourteen school districts and one junior college in northeast Colorado are cooperating through the Northeast Colorado BOCES to help each student within a 7,500 square mile area to achieve a satisfactory, rewarding and useful life in the world of work.

Project Staff. The project staff includes a project coordinator and fourteen counselors who coordinate project activities within each of the cooperating school districts. The vocational director of Northeastern Junior College is career coordinator for the junior college. Each of these personnel serves as a contact person with the BOCES career education project coordinator. Each of the district coordinators spends part of his time coordinating district career education activities. For the 1974-75 school year 24 part-time building coordinators will be appointed for each of the schools within the project area.

School Staff. Counselors coordinate career education activities in the 14 participating school districts. During the first year of the project about 12 percent of the instructors in all participating districts infused career education into their teaching activities. All of the staff members from two schools received some career education inservice training. These staff members wrote performance objectives which were later implemented in the classrooms. Counselors/coordinators from two districts supervised work training activities which involved placement of 11th and 12th grade students in part-time jobs with local business or industry. Students received school credit, but no pay.

Haxtun, Colorado

Training. A one day workshop for all BOCES superintendents, principals and counselors was conducted prior to the project's starting date. During the month of September, 1973, the major thrust of the Northeast Colorado BOCES Career Education Project was to orient K-14 staff members in the 14 cooperating districts and Northeastern Junior College to the need for career education, the objectives of the program, the career education concepts which could be used at each K-14 grade level, and the funding available to each district through the Northeast Colorado BOCES Project. Two schools conducted career education inservice classes for their entire K-12 staff. Career education inservice meetings were held during the school year for elementary school staff members, kindergarten to eighth grade mathematics instructors, counselors, industrial arts instructors, and for photography mini-course instructors. Instructors from project schools were traded between member schools to disseminate successful career education teaching methods.

Community Resources. All school districts are cataloging community resources. Local business and industry cooperate with the high schools to provide work experience for students. Fifty percent of the 11th and 12th grades at Holyoke High School were provided with such experience. The school counselors arrange for the use of these and other resources.

Curriculum Materials. Nearly all of the materials used are locally developed and are for teachers and students at all grade levels (K-adult). All materials are available upon request from the Northeast Colorado BOCES.

Materials produced by the project are described below:

1. Environmental Math through Career Education.
   Booklets, 5-20 pages, intended for junior high school teachers.
2. Pre-Job Orientation Course for Sophomore Students.
   Print, 12 pages, intended for counselors, grade 10.
3. Bibliography of Career Reference Material at Northeast Colorado BOCES.
   Print, 17 pages, intended for teachers and other staff.
4. Mini Units (40).
   Print, length varies, intended for instructors and students, grades 5-Adult.
5. Career Education Newsletter.
   Mimeograph, 2 pages, intended for all K-Adult staff and the community.

An Idea That Worked. The implementation of career education on a regional (14 district, 5 country) basis has been quite successful in northeast Colorado. Career education activities of the 14 cooperating school districts and Northeast Junior College are coordinated through the office of the BOCES Career Education Coordinator.

CAREER EDUCATION INSERVICE PROJECT
Pueblo #60, Pueblo #70, Cannon City, Florence, and Rocky Ford School Districts
Pueblo, Colorado

Districts and Project Information: 1973-1974

Districts Population: 100,000-499,999

Type of Area: Rural, Small Town, Suburban and Urban

Students' Background: 60% White
40% Mexican American

Annual Family Income:

Contact Person:

Ms. Kaye Hamm
Coordinator, Career Education Inservice
Roncalli Middle School
Office of Specialists
4202 Beulah Road Highway 76
Pueblo, Colorado 81004
(303) 564-6644

	Districts Schools	Project Schools
Number of Schools	70	70
Grade Levels	K-12	K-12
Number of Staff	2,000	2,000
Number of Students	27,500	27,500

Years of Project Operation: 2

Number of Project Staff: 2 Full-time

Project Funding:

Federal	$ 24,890
Local	7,000
Total	$ 31,890

Approach to Career Education. The extent to which career education will be implemented depends upon the enthusiasm, initiative and ability of teachers to integrate the concept into their classrooms. It became evident in the fall of 1972 that personnel needed to learn about career education and about implementation techniques. During the first two years, the goal of the project was to provide inservice training for teachers. Approximately nine hundred teachers have participated in career education workshops that were conducted for graduate credit. Such widespread involvement was made possible through the efforts of a cadre of teachers who had attended earlier workshops and who assumed responsibility for one or more of the later workshop training sessions.

Project Staff. This fall, there will be two full-time coordinators. One coordinator will serve on all curriculum-writing teams in the five districts. The other coordinator will be responsible for community resources. Both persons will assist with inservice workshops.

School Staff. Classroom teachers attend career education workshops and use curriculum materials developed during those sessions.

Training. All training has been conducted after school hours for graduate credit. Inservice workshops were conducted by the coordinator, assistant coordinator, and a cadre of teachers. Approximately 900 teachers have attended various workshops.

Community Resources. Community resources have been used very successfully, although there was no organized process of obtaining them. This year, a plan is being implemented to fill teacher requests for community classroom speakers, field trips, films, literature, exhibits and community products. A professional library of career education related materials will be available for teacher use. A series of newsletters for teachers will highlight local career education activities, related material and community resources.

Curriculum Materials. The goal of the 1974-75 project is to develop curriculum guides.

Materials produced by the project are described below:

1. Career Education Services and Materials
   Print, 16 pages, intended for teachers, grades K-12. Includes a list of services and materials available and forms to request them from the career education staff.

2. Recorded Corporate Community Resource Data
   Print, 1 card, intended for teachers, career education staff, grades K-12. A card form, for recording data about a corporate community resource, to build a community resource file.

3. Data on Community Resource Persons
   Print, 1 card, intended for teachers, career education staff, grades K-12. A card form, for recording data about individuals who will serve as community resources, to build a file of same.

4. Community Resource Inventory
   Print, 4 pages, intended for career education staff. Community resource survey forms and cover letter, asking about field trips/tours, career materials and classroom speakers.

CAREER EDUCATION PROJECT
Bloomfield Public School District
Bloomfield, Connecticut

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Suburban

Students' Background
67% White
33% Black

Annual Family Income:
37% $10,000-14,999
30% $15,000-19,999
14% $20,000 or more
13% $ 5,000- 9,999
6% Under $5,000

Contact Person:

Mrs. Merle Harris
Career Education Specialist
Bloomfield Middle School
390 Park Avenue
Bloomfield, Connecticut 06002
(203) 243-2911

	District Schools	Project Schools
Number of Schools	7	6
Grade Levels	K-12	K-9
Number of Staff	293	53
Number of Students	4,126	995

Years of Project Operation 2

Number of Project Staff: 1 Full-time
1 Part-time

Project Funding:

Federal ESEA	$13,000
State	7,500
Local	625
Total	$21,125

Approach to Career Education. During the first year of the program, several pilot programs were tried by the career education specialist and classroom teachers. During the summer of 1973, a curriculum was written by teachers of grades K-9 infusing career awareness into the existing curriculum. In fall of 1973, this curriculum was implemented in the elementary classroom after teachers participated in inservice training. Middle school (grades 5-7) and junior high school (grades 8-9) teachers also were trained during the 1973-74 school year. After trying many activities, the middle school and junior high teachers worked on developing written curricula during the summer of 1974. The Bloomfield program puts special emphasis on the affective area of career education. The program goals emphasize the needs of minority students and a major objective is the elimination of job stereotyping. The program includes classroom experiences, many of which are hands-on, mini field trips and the use of resource people. Emphasis is placed on the development of communication skills. The junior high program includes individual job observations.

Project Staff. The career education program staff includes a career education specialist and an aide. Each school involved in the program has teachers who have worked on curriculum development and assisted in program implementation. The career education specialist's time is equally divided among direct work with students, working with teachers in the classroom, developing curriculum and materials, contacting and meeting with community resources, and inservice training of teachers and other school personnel.

School Staff. The career education program is carried out primarily by the classroom teachers with the assistance of the career education specialist. Those involved in 1973-74 were interested teachers able to participate in inservice training. At the junior high level guidance counselors are also involved. About one-third of the K-9 staff has been involved and for 1974-75 about one-half the staff will be involved.

Training. Training was held in 1973-74 for all participating teachers, guidance counselors and other personnel such as administrators and the media specialist. Teachers were trained in methods of implementing career education. Separate series were held for elementary, middle and junior high staff. Inservice training was conducted by a consultant from the University of Bridgeport. The consultant visited the classrooms of participating teachers to help the teachers evaluate some of the activities being conducted. Special training was also conducted for elementary and middle school teachers in self-concept and values clarification activities. Each teacher participated in five two-hour sessions where they participated in activities that they would later use in the classroom.

Community Resources. Available community resources have been located by surveying the parents of all children in the district and by working with the local Chamber of Commerce. Over 100 community people participated in the classroom during the 1973-74 school year. Over 40 mini field trips were made around the community. The career education specialist serves as a clearinghouse for requests to avoid too frequent use of the same resources.

Curriculum Materials. Curriculum guides for each aspect of the program (awareness, orientation, and exploration) have been developed by district teachers. These guides are for teacher use but contain some activites that can be reproduced for students. Many teacher-made materials (e.g., games, puzzles, manipulatives) have been used in the classroom. The program also uses commercially-available audiovisual materials, many of which are listed in the curriculum guides.

Materials produced by the project are described below:

1. Career Awareness Guide
   Print, 40 pages, intended for teachers, grades K-4.

2. Career Awareness Activity Cards
   Print, 68 cards, intended for teacher and students, grades K-4.

3. Career Orientation Guide
   Print, 78 pages, intended for teachers, grades 5-7, based on occupational clusters.

4. Career Exploration Guide
   Print, 12 pages, intended for teachers, grades 8-9.

Bloomfield, Connecticut

An Idea That Worked. As part of the middle school program, students utilized a conference telephone to interview poepie in career areas where it was difficult to find resources available to come into the classroom. These interviews followed classroom acitivities which helped students develop their interviewing skills. Students planned and conducted the interviews. Among the people interviewed were a forester, an author, a professional basketball player, a professional football player, and a photographer. Interviews were taped and are now available for other students to use.

CAREER EDUCATION PROJECT
Danbury Public Schools
Danbury, Connecticut

District and Project Information: 1973-1974

Contact Person:

Mr. Alex Boychuck
Career Education Coordinator
Educational Services Center
49 Osborne Street
Danbury, Connecticut 06810
(203) 792-1100, ext. 478 or 479

District Population:	
Type of Area:	Urban and Suburban
Students' Background:	89% White 9% Black
Annual Family Income:	62% $ 5,000-14,999 27% $15,000 or more 12% Under $ 5,000

	District Schools	Project Schools
Number of Schools	15	15
Grade Levels	K-Adult	K-Adult
Number of Staff	686	686
Number of Students	11,153	11,153

Years of Project Operation: 2

Number of Project Staff: 2 Full-time

Project Funding:

Federal	$10,000
Local	25,571
Total	$35,571

Approach to Career Education. In November 1971, Mr. Edward A. Sillari, Superintendent of Schools, returned to Danbury from a week at a seminar entitled "Career Education and Manpower Development". It was held in Atlanta, Georgia and was sponsored by HEW and the National Academy for School Executives. All the states were represented. Mr. Sillari came away from that seminar convinced that, at last, someone was proposing an approach to education which made sense for all students. Upon returning to Danbury, Mr. Sillari shared his enthusiasm with others around him and in a matter of weeks, a small group of staff members began to meet to talk about career education. What was it? What did it stand for? What was it supposed to do? Were we interested? Would it really make a difference? Would it end up on the rubbish heap when a new United States Commissioner of Education came into office?

Interest and enthusiasm began to build up and in a relatively short period of time we had the nucleus of a Steering Committee with staff members from most segments of the system's operation. After a little more than a year we have: (1) developed a Statement of Policy which was adopted by the Board of Education on May 14, 1972; (2) organized a career education committee in every school; and (3) organized three advisory councils--elementary, secondary and special areas. Each elementary school has representation on the elementary schools' advisory council. Each secondary school and each vocational program has representation on the secondary schools' advisory council. Each area, such as special education, adult education, health, guidance, and others have respresentation on the Special

Areas Advisory Council. Each of these councils, in turn, has three representatives on a systemwide coordinating council. Recommendations from this council go to the Superintendent of Schools. A primary task, not yet complete, is a clear determination of goals for each of the groups mentioned. One additional council, the Community Advisory Council, will function in a manner akin to the other three and it, also, will have three representatives to the systemwide coordinating council. Career clusters will serve as a basis for determining the kind of community representation we are seeking. Since our total career education program will eventually be formulated on the career cluster approach, it makes sense to us to establish the community advisory council on the same basis. The importance of this particular council cannot be over-emphasized. In the final analysis, the success, or lack of success, of career education hinges on the extent to which we can convince the community that its resources are a vital and necessary facet of our total effort. We anticipate a full-time coordinator of career education for next year, 1974. Such a position is currently included in next year's budget. Only in this way can we build on what we have done and capitalize on the willingness of personnel to go that extra mile.

Project Staff. The career education staff includes a career education coordinator and one assistant. The role of the coordinator of career education is to provide the necessary leadership for both the professional and lay communities involved in the development and implementation of career education. A further responsibility is to act as a catalyst: to make it all happen. The coordinator is the liaison between education and the lay community. The career education assistant will be primarily responsible for the efficient execution of the programs assigned to him. He will work under the direction of the coordinator of career education and elementary school principals. He will work regularly with teachers, parents and children in establishing, demonstrating and recommending programs for meeting the needs of students in accordance with the career education policy adopted by the Board of Education.

School Staff. This coming school year we plan to have 75 percent of our staff actively involved in the career education program.

Training. The coordinator conducted inservice orientation with elementary, junior high, and senior high school faculty and administrators. Short and long term objectives were discussed. New materials on career education were presented and several programs were submitted. The coordinator made numerous appearances with PTA groups and various social or business clubs, and in radio broadcasts and newspaper announcements promoting the career education concept. Five members of our staff have participated in a ten-day training program dealing with the development of career awareness experiences for elementary school pupils. The program was conducted in West Hartford, Connecticut, and was sponsored by the State Department of Education in cooperation with the West Hartford Schools. Other members of our staff have attended one-day programs relating to career education in, and outside of Connecticut, while still others have shared in curriculum development specifically related to the career education concept. Six members of our staff completed an eight-day Career Guidance Institute program, directed by the Coordinator of Career Education, Danbury Public Schools, and co-sponsored by the Chamber of Commerce, Danbury, and the National Alliance of Businessmen, Washington, D.C. Many inservice teacher training programs are offered for the upcoming year, 1974-75, in career awareness, economic concepts, curriculum materials, introduction to vocations, human development, reading comprehension in career education and others.

Community Resources. Danbury public schools has extended itself and is reaching out to the community, industry, government and business through a questionnaire. This will supply information to teachers who may in turn share it with their students. The response has been good and many resource people have made themselves available to assist in providing relevant educational experiences for all students in the system.

Curriculum Materials. A curriculum development seminar has been proposed for the 1974-75 school year. It will include fourteen participants and one director who will develop curriculum materials in career education for seven disciplines. The participants will be two individuals representing each of the following areas: guidance, English, mathematics, social studies, home economics, industrial education, and science.

Materials produced by the project are described below:

1. A Source Book for Grades K-6
   Print. Contains relevant activities according to grade level and correlated to the various subject areas. It also introduces all career clusters, sample interview questions, suggestions for a classroom visit, and a parent survey.

2. Program for 1974-75
   Print.

K - 12 CAREER EDUCATION PROJECT
Fairfield Public Schools
Fairfield, Connecticut

District and Project Information: 1973-1974

District Population: 57,000

Type of Area: Suburban

Students' Background 99% White

Annual Family Income:
60% $12,000-49,999
17% 9,000-11,999
13% Under $9,000

Contact Person:

Mr. Robert Burdette
Assistant Superintendent for Instruction
Fairfield Public Schools
214 Main Street Southport
P.O. Box 220
Fairfield, Connecticut 06430
(203) 255-0421

	District Schools	Project Schools
Number of Schools	16	16
Grade Levels	K-12	K-12
Number of Staff	744	744
Number of Students	11,500	11,500

Years of Project Operation: 1

Number of Project Staff: 2 Full-time

Project Funding:

State	$	15,000
Local		27,504
Total	$	42,504

Approach to Career Education. The K-6 program is based on an activities approach to career education. Through the use of a K-6 activities guide, commercially prepared software, and other teaching aids, the classroom teacher is encouraged to incorporate career education concepts into his or her regular program. At the K-6 level, the basic program includes self-awareness and career awareness activities, as well as, activities designed to develop the decision making skills. The junior high program, grades 7-8, is confined to an eighth grade Career Orientation session. The program builds upon the previous elementary-school level orientation to the world of work by further exploring the self and the relation of self to future career choices. The course provides the student with a foundation that will assist in his future decision-making processes. Beyond the involvement of counselors and career teachers, little progress has been made in incorporating career education into the academic program at this time. Both the junior high school and high school programs are guidance-oriented, with little participation by the academic teachers. The Career Center is the focus of the high school program, which is built on three levels or phases. Level One is the orientation to the center, where students investigate the opportunities and materials available and learn how to use them. Students begin a personal folder which will include test results, inventories, career information and other self-directed material.

Phase two centers around the decision making process. Counselors aid students in making realistic evaluations of their test results, interests inventories, social aspirations, and personal commitments to arrive at a tentative career goal for themselves. This may involve research into particular career fields, internships, independent study, mini-course participation, as well as specific school success and demonstrated interests.

Level three involves actually making a decision and moving toward a goal beyond high school. The Career Centers at both high schools have aids which may be utilized by the community as well as by the students. These include the computer terminal, employment service, draft registration, forms for working papers, application for testing services, and other types of counselor services. The Centers are available for teachers to help them make the students aware of the career implications of their subject matter.

Project Staff. The career education project staff consists of two individuals: a Career Education Coordinator for grades K-8 and a Career Guidance Specialist for grades 9-12. Both are responsible at their respective levels for the development, implementation and coordination of a total career education program in cooperation with building administrators, department chairmen and coordinators. The Assistant Superintendent for Instruction oversees the development of the program, although there is no individual whose prime responsibilities are in directing the career education program.

The Career Education Center at Roger Ludlowe High School has had the services of a volunteer aide on a part-time basis. With the expansion of a Career Center at Andrew Warde High School in September a second aide will be added to the career staff, and both part-time positions will be salaried.

School Staff. In addition to the work of the project staff it is anticipated that a career education program will be carried out at each grade level in every elementary school. A realistic goal for 1974-75 is to have one-third of the elementary staff teach career education. On the junior-senior high school level the career program will be carried out by the guidance staff with the aniticpated assistance of subject area teachers. This participation could bring about additional classroom activities to supplement those already initiated through the project.

Training. The primary source of training, however, will take place in various inservice programs K-12. Orientation of staff members to career education will come through grade-level department meetings run by principals and/or department chairmen. Also, demonstration lessons will be taught by the two career specialists. Selected teachers will particpate in special Univeristy-State-developed programs; time away from the classroom will be granted for participation in such workshops. The "Professional Growth" concept incorporated in our "Conditions of Employment" encourages teachers to participate in University-level career courses.

Community Resources. Through the special efforts of the PTAs of each school, the Chamber of Commerce, the Retired Persons' Association and other civic bodies, a file of classroom resource persons has been established. Once lists of resource people are provided the classroom teacher arranges for use of a specific individual or facility for his classroom. The Career Coordinator aids the teacher in arranging field trips and speakers.

Curriculum Materials. The curriculum guide for use in the program for grades K-6 was developed by a team of five teachers during a summer curriculum assignment in July, 1974. The guide is intended for use by the classroom teacher. It contains not only program goals, objectives and rationale, but also specific activities for each grade level. The guide is intended to serve as a vehicle for initiating career activities into the elementary school program. It contains a listing of all commercially produced material (games, films, filmstrips) available in the system. Copies of the guide will be available in each elementary school. As it is a large volume (160 pages) copies for each teacher and for general distribution are not available.

Materials produced by the project are described below:

1. K-6 Curriculum Guide Career Education
   Print, 160 pages, intended for teachers and administrators, grades K-6.

An Idea That Worked. The method by which this program was initiated was very successful. A "soft sell" approach was used. It began by introducing each faculty to the career education concept through a very informal faculty meeting. The, individual contacts were made between the coordinators and the principals and selected teachers. Discussion of career education and its application for elementary-level teachers took place over coffee. Soon teachers from different schools were requesting guidance for beginning career education in their classrooms. Demonstration lessons illustrated the idea behind career education for their benefit. These teachers then began to teach career education on their own, seeking the coordinator's assistance whenever they wanted it. Thus, by not placing pressure on any teacher to begin career education, staff involvement increased for they saw career education not as a threat, but as an aid. "Hands-on" materials for teachers were provided by freeing school system funds to purchase films and filmstrips. Once teachers had these items at hand, the program was well on its way.

CAREER EDUCATION RESOURCES CENTER
Area Cooperative Educational Services (ACES)*
New Haven, Connecticut

District and Project Information: 1973-1974

District Population: 500,000-999,999

Type of Area: Suburban, Rural, Small town, Urban

Students' Background: 86% White
12% Black

Annual Family Income:

Contact Person:

Mr. Andrew S. Carrano
Assistant Executive Director
ACES
800 Dixwell Avenue
New Haven, Connecticut 06511

(203) 562-9967

	District Schools	Project Schools
Number of Schools		
Grade Levels	K-Adult	
Number of Staff		
Number of Students		

Years of Project Operation: 1/2 years

Project Funding:

Number of Project Staff:

Approach to Career Education. The Career Education Resources Center (CERC) provides services to school personnel in identifying, planning, and carrying out career programs through the acquisition and assessment of human and material resources. The CERC provides for research through ERIC and Lockheed Dialogue; product evaluation; computer services; 16 mm film library; commercial and fugitive resources; production services; shared staff; in-service activities; newsletters; home/school communications; Learning Activity packets; needs analysis; and process evaluation consultant help.

Project Staff. The CERC has a director and one elementary specialist, one secondary spencialist, one career education for the handicapped specialist, one career education specialist for the gifted and talented student. In addition, the other staff resources of Area Cooperative Educational Services in the areas of research, evaluation, medicine, computers, staff development, and management are available and active in CERC.

School Staff. Implementation of career activities in schools is through the regular and special staff of the school with the assistance of the CERC staff and resources.

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* ACES is a regional service center serving school districts in South Central Connecticut.

Training. Training activities are conducted by CERC staff and consultants at ACES (Area Cooperative Educational Services), local schools, and local colleges.

Curriculum Materials. Materials produced by the project are described below:

1. A Presenters Guide for A Parent Program in Career Education.
   Print, audiotapes, transparency, 40 pages, intended for school personnel.
2. Employment Needs For Handicapped Children.
   Print, 70 pages, intended for school personnel, grades 7-12.

An Idea That Worked. To develop a rapport and service base as well as a two-way commitment, the CERC asks schools to join by dealing with membership at a staff meeting and notifying their boards of education. Membership involves both rights and responsibilities which include; a position on the advisory committee, sharing/visiting rights, a home/school program, commitment to principles of open communication, thorough evaluation of materials, and community and industry involvement.

CAREER EDUCATION PROJECT
Norwalk Public Schools
Norwalk, Connecticut

District and Project Information: 1973-1974

District Population:	70,000
Type of Area:	Urban
Students' Background:	77% White 15% Black
Annual Family Income:	65% $10,000-14,999 20% 15,000-19,999

Contact Person:

Mr. Forrest Parker
Career Education Coordinator
Norwalk Public Schools
105 Main Street
Norwalk, Connecticut 06851
(203) 847-0481

	District Schools	Project Schools
Number of Schools	26	25
Grade Levels	K-12	4-12
Number of Staff	500	280
Number of Students	17,000	8,400

Years of Project Operation: 2

Number of Project Staff: 8 Full-time

Project Funding:
Federal VEA $102,000

Definition of Career Education

Career education is a total K-12 school program designed for all students, whether bound for college, technical school, or job entry. Career education is a systems approach ensuring the optimum career development of all students including a positive self-image, value clarification, decision-making skills, and entry-level occupational skills.

Goals

1. To enable students to develop favorable attitudes toward work and identify their potential for becoming valuable members of the work force.

2. To increase the students' self-understanding in terms of ability, interest, and aptitudes as related to career aspirations and life style expectancies.

3. To help students to explore occupation clusters, to plan wisely, and to analyze specific job requirements and future career opportunities.

The Project

Finances. The project received VEA funds of $99,000 in its first year of operation and $102,000 this year. Next year the project will receive $55,000 in federal VEA funds, $58,000 in state funds, and $20,000 in local funds; a total of $133,000. This year 80 per cent of the project money was budgeted for project staff salaries. Ten per cent was budgeted for purchase of classroom curriculum materials, and smaller amounts were spent for compensation for school staff who participated in training and for general supplies.

Project Staff. The project employs a coordinator, four career education specialists, and three career guidance specialists. All work full time for the project. The coordinator and guidance specialists were all formerly guidance counselors. The career education specialists were all prepared as elementary or secondary teachers, but came to the project for their first jobs. During the first year of operation, the project staff served four elementary schools, two middle schools, and one high school. This year they served 18 elementary schools, five middle schools, and two high schools. They will continue to serve all of these schools next year. The career education specialists work directly with students in the classrooms to carry out career education instruction. The guidance specialists carry out instruction with students outside the classroom in middle school and high school resource centers and in the guidance offices. The staff spend 40 per cent of their time working with students in the fourth and fifth grades, 40 per cent with middle school students, and 20 per cent with high school students. They also spend some time with administrators and librarians.

Training. The project staff have conducted sessions to orient school staff to the kinds of activities the project staff would use with students when they came into classrooms. They have involved about 20 percent of the administrators, teachers, librarians, and counselors in the district in orientation workshops and demonstrations. An additional three per cent have received more intensive training. Training sessions have taken place during the summer and school staff have been paid to attend. All of the materials used in training are locally developed. Most of these materials are designed for teachers, although some student materials are used.

Public Information. The project staff provide information about the project to parents and community organizations by speaking at meetings. They also disseminate information outside the district by attending meetings and sending locally developed curriculum materials when requested. Occasionally visitors are invited to observe the project.

The School Instructional Program

Staff. The project staff carry out career education instruction in the district. Regular school staff have been oriented and cooperate with the project staff, but do not actually participate in career education.

Students. Students of all ability levels are served by the project. This year project staff worked directly with all of the students in grades 4-9 and 20 per cent of the students in grades 10-12.

Content. The project staff have developed the definition and student goals stated above. The career education curriculum is based upon these and deals primarily with man as a worker. The curriculum focuses on the self--self-concept, self-image, self-identity. Philosophically, the career education curriculum is directed within the domain of vocational education. Career education for students in grades 4-9 precedes vocational education, but in grades 10-12 vocational education contains career education.

Methods. Career education teaching methods differ from other methods in the district in that career education is individualized and includes more hands-on experiences. Each curriculum unit permits each student to choose his involvement according to his own learning style and interests. In grades 4-8, students get 15 hours of career education instruction per year. The project staff teach specific units which are separate from the regular curriculum. In grade 9, career education is offered as a six week orientation and awareness unit in civics classes. In grades 10-12, career education instruction occurs primarily through the vocational education curriculum and cooperative work experiences. Students also take part in career conferences held by guidance counselors. These include group meetings, guest speakers, and other activities.

Curriculum Materials. All of the career education instructional materials used in the district are developed by project staff. They are designed for teacher use and about two thirds are in print and one third audiovisual. The project staff lend these materials for circulation throughout the district. Some of the materials created by the project staff are described at the end of this report.

Community Resources. The project staff have published a catalog of community speakers and often arrange for them to come to the schools. The staff also arrange for students to take trips in the community.

Evaluation

Internal Evaluation. The project staff created a questionnaire and administered it to school staff to evaluate the acceptability of career education to principals, teachers, librarians, and guidance counselors. The staff selected 24 teachers who appeared least enthusiastic about career education and designed a special three-day workshop for them. Both a later questionnaire and the subsequent behavior of these teachers indicate that they are much more supportive of career education as a result of this workshop. The attitude inventory instrument created by project staff is available for use in other projects.

External Evaluation. An external evaluation of the project was conducted by a university. The evaluators reviewed project documents, administered questionnaires, and made site visits to conduct interviews and observations directed toward project staff, school staff, students, and the community. They evaluated many aspects of the project including financing, staff, number of schools served, popoulations served, training, curriculum materials, use of community resources, and provision of public information. They also used questionnaires and tests with students in grades 9-12 to determine the effect of the career education curriculum on pupil learning and behavior.

Materials

1. Curriculum Units for Grades 4 and 5 (15 in each)
   Print, two hours each, intended for teachers, grades 4 and 5. Each unit is built around the 15 USOE job clusters.

2. Curriculum Units for Grades 6, 7, and 8 (10 in each)
   Print, one hour each, intended for teachers, grades 6, 7, and 8. Each is built around USOE job clusters with special emphasis on self-awareness, attitudes, and decision-making skills.

3. Simulated Hands-on Experience Units (two)
   Print, three hours each, intended for teachers, grades 6 and 7. Units are taught in special classrooms where special equipment is provided for students.

An Idea That Worked

The National Alliance of Businessmen and the Norwalk Chamber of Commerce sponsored a two-day leadership institute in Norwalk and nearby Stamford. The program included a report on the needs of the secondary youth, as well as an up-to-date report of area efforts to meet such needs. The group then worked out techniques and procedures for filling the gap. As a result, they have set up three career guidance institutes for counselors, teachers, and representatives of business and labor, in order that these groups might create a partnership to identify and act upon ways to serve secondary youth.

CAREER EDUCATION IN THE INNER CITY
Public Schools of the District of Columbia
Washington, D.C.

District and Project Information: 1973-1974

District Population: 500,000-999,999

Type of Area: Urban

Students' Background: 96% Black
4% White
and others

Annual Family Income:

Contact Person:

Ms. Bessie D. Etheridge
Project Director
Career Education in the Inner City
Carver School
45th and Lee Street, N.E.
Washington, D.C. 20019
(202) 629-6994, 5

	District Schools	Project Schools
Number of Schools	159	24
Grade Levels	K-12	K-12
Number of Staff	7,000	
Number of Students	134,000	

Years of Project Operation: 1

Number of Project Staff: 4 Full-time

Project Funding:

Federal	VEA	$217,024
	Title I	$115,200
Total		$332,224

Definition of Career Education

An excellent program of general education which embodies career information and focuses on the individual and his role as a contributing member of society.

Goals

1. Career Awareness. At the elementary level, the program focuses on career foundations providing for the development of awareness of the world of work in our society. The components of the program at this level are an introduction to basic economic concepts, an introduction to the pattern and development of tool technology, and the development of manipulative skills and the ability to transfer ideas into action and form.

2. Career Survey. At the junior high school level, the program encompasses survey and exploration of the full range of careers in the context of the career clusters recommended by the U.S. Office of Education. At this stage, the student broadens his inquiry in both depth and breadth.

3. Career Exploration. At the senior high school level, opportunities for career exploration and preparation are expanded and the student has an opportunity for in-depth study, practice, and skill development both in the school and on the job, part-time.

Materials

1. Inter-disciplinary curriculum in career education
   Print, intended for teachers, grades 1-6.
2. Tour Guide of Washington
   Intended for students, grades K-12
3. Activity book for elementary teachers
   Print, intended for teachers, grades K-6.
4. Occupational Cluster Curriculum Guides
   Print, intended for teachers, grades 7-8.
   One guide for each of ten occupational clusters.

The Project

Finances. Half of the project funds for the year were used to purchase curriculum materials for classroom use. Fifteen percent was spent for project staff salaries and small amounts were spent for other purposes.

Project Staff. The project employs one full-time project director and three full-time assistant directors. The director and one assistant were formerly school administrators. The other two assistant directors were formerly guidance counselors. The project staff spend about 80 percent of their time working directly with teachers. They also work with guidance counselors and spend somewhat less time with librarians and community members, most of whom are parents. The project staff worked in 24 schools this year and next year expect to serve 42 schools.

Training. During this year, training was conducted by the project staff, local school staff, and consultants from higher education institutions. Training included an orientation to national and local career education efforts, teaching techniques and multi-media techniques. About 100 staff members, mostly at the elementary level, participated in a summer orientation course offered by a local college.

Curriculum Materials. All of the curriculum guides, most of the teacher materials, and some student materials used in career education are locally developed. The project staff and a team of teachers are currently working on revision of a ninth grade curriculum to include career education. The project also uses many commercially-published materials in all media. Half of project funds were spent to purchase materials for classroom use. The project staff also loan and circulate curriculum materials. Most of the materials used by the project were developed since 1970.

Community Resources. The project staff have identified community speakers, trips, and materials which are available for use by the project.

Public Information. The project staff share information about the project within the district by speaking at meetings, sending newsletters, inviting visitors, and preparing news items. Outside the district, they disseminate information by sending project brochures or locally developed curriculum materials to other projects, by inviting visitors, and by presenting a slide tape created to describe the project.

The School Instruction Program

Staff. Career education instruction in the district is carried out by regular classroom teachers and guidance counselors.

Content. The project has broad career education goals and has also spelled out more detailed goals at each level. These have been drawn both from national publications and from locally developed ideas. They include such goals as, "Every high school graduate will enter further education or immediate employment if he so desires" and "Most students will have made a tentative career choice by the time they graduate from high school." The content of the program deals with work, citizenship, family life, leisure, ethics and morality, and esthetics. Career education contains vocational education in this district. The content of career education differs from the regular curriculum as it offers a broader guidance program, and provides students with a reason for pursuing the regular academic program.

Methods. At every grade level, career education is integrated into all subject areas. The teaching methods used in career education include more demonstrations and student projects or hands-on experiences than do the methods used in the regular curriculum.

Evaluation

Internal Evaluation. During this year the project conducted an internal evaluation of the extent and quality of implementation of the school instruction program in career education.

External Evaluation. External evaluation activities were carried out by a private agency, the U.S. Office of Education, and the Washington, D.C. Department of Federal Programs.

An Idea That Worked. A summer workshop in career education was held before the program began. Because participation was on a volunteer basis, only teachers who were interested in career education attended. By beginning with this enthusiastic group and giving them an opportunity to work together before the school year began, the project started with maximum emthusiasm and committment from all participants. As teachers had had an opportunity to get to know each other, they continued to offer peer support throughout the year and this further strengthened the program.

CAREER EDUCATION INSTRUCTIONAL SYSTEM
Newark School District
Newark, Delaware

District and Project Information: 1973-1974

District Population: 70,000

Type of Area: Suburban

Students' Background: 95% White

Annual Family Income:

Contact Person:

Mr. Primo Toccafond
Career Coordinator
Newark High School
East Delaware Avenue
Newark, Delaware 19711

(302) 731-2328

	District Schools	Project Schools
Number of Schools	21	12
Grade Levels	K-Adult	K-12
Number of Staff	900	600
Number of Students	16,000	6,000

Years of Project Operation: 1

Number of Project Staff: 3 Full-time

Project Funding:

Federal	VEA Part D	$106,925
Total		$106,925

Approach to Career Education. Basic strategy of the project staff was to first establish an advisory council to include teachers and administrators from elementary, middle, and secondary schools, parents and representatives from business and industry. This group provides policy recommendations to the project staff. Task force committees were created to delineate the broad goals and objectives of a career program at each of these three levels and to make specific recommendations to the district relative to their implementation. A project goal is to have in each district school a cadre of teachers trained in developing and implementing career programs for their particular schools. The strategy has been to provide basic training in implementing career education concepts to volunteer teachers at each participating school. The programs developed by these teachers are implemented in their schools during the succeeding year.

Project Staff. The project staff includes a project director, who serves on a shared time basis, two full time coordinators, and a secretary. The function of the career coordinators is to plan and conduct district workshops for the purpose of developing curriculum in career education, and to provide whatever supportive services are necessary for the implementation of this career curriculum in district schools. Additionally, these coordinators are charged with various dissemination type activities, such as in-service programs, newsletters, and the reproduction and dissemination of curriculum materials developed throughout the district and ultimately the state and nation. The project currently serves six of the district's thirteen elementary schools; three of the district's four middle schools; and all three of the district's high schools.

School Staff. People charged with the responsibility of carrying out career education instruction are the classroom teachers who have participated in curriculum development efforts. Each of the participating schools has at least six teachers who have been so involved. The strategy for their involvement has been (1) that the schools volunteer to participate; (2) teachers within the schools volunteer to participate; (3) that a school plan involving the volunteers be submitted to the project; and (4) the project staff follow through by sponsoring training and curriculum development workshops. The result of these workshops is a requirement that the curriculum development will be implemented in the participant schools during the upcoming school year and that the participants utilize the materials and equipment within their own facilities for this implementation. To date we have approximately 120 district teachers involved in career education activities. This can be broken down to 50 elementary, 40 middle, and 30 secondary teachers.

Training. The first steps involve orientation of district staff to protect activities, project goals, and the implications of implementing career programs in their schools. After securing volunteers, summer curriculum development workshops are scheduled for participants. Orientation and training activities are conducted for each level, for example, first, workshops conducted would be for all district elementary teachers. After initial orientation and training, the teachers return to their individual schools and develop the curriculum according to whatever supplies and materials are available to them at their schools and according to the philosophical and organizational pattern in which their school operates. Training is conducted by project coordinators with assistance from district subject matter supervisors. Primary purpose of these curriculum development efforts is to assist teachers in integrating career education concepts into their regular program and/or establishing new career related curriculum programs for their particular schools. Materials used include orientation to other district programs already developed, materials from commercially published institutions, materials published by other school districts, and training concerning the use of performance and criterion-referenced objectives.

Community Resources. Use of community resources in project activities has been extensive. We have secured the service's of representatives from business and industry and the local Chamber of Commerce to serve as members of our advisory council, and our special task force committees. Additionally, teachers have extensively utilized various field trip opportunities and resource individuals both within the district boundaries and throughout the northern part of the state. As a direct result of the extensive need for community resources in project activities, and with the assistance of industrial representatives serving on our advisory council, a independent effort is now underway to catalog the various community resources available to elementary schools, middle schools and high schools. This cataloging effort is a cooperative venture between the school district and one of the leading industries in this area. Costs for this service will be shared by both.

Curriculum Materials. The curriculum materials used by the district are almost exclusively locally developed by the teachers who are in fact implementing these materials. Sources of ideas to be included within these materials were derived from both commercially published and other locally produced materials both within this district and throughout other parts of the country. These materials being implemented cover grades K-12 and, when finally completed, they will be in printed form.

COOPERATIVE OCCUPATIONAL PROGRAM
New Castle-Gunning Bedford School District
New Castle, Delaware

District and Project Information: 1973-1974

District Population: 35,000-40,000

Type of Area: Suburban

Students' Background: 80% White
20% Black

Annual Family Income: 67% $ 8,000-14,999
21% Below $8,000
11% Above $15,000

Contact Person:

Mr. Monroe B. Gerhart
District Coordinator
Cooperative Occupational Program
Blount Road
New Castle, Delaware 19720
(302) 328-7572

	District Schools	Project Schools
Number of Schools	12	4
Grade Levels	K-12	8-12
Number of Staff	472	
Number of Students	9,400	150

Years of Project Operation: 4

Number of Project Staff: 2 Full-time
2 Part-time

Project Funding:

State	$ 26,000
Local	10,000
Total	$ 36,000

Approach to Career Education. The Cooperative Occupational Program is based upon the following general concepts: the school and its curriculum must have a definite relationship to students' lives in the outside world; the process of career development is a life-long one; students must realize and respect their own aptitudes and abilities and they must have a positive self-image; all types of work are vital to society.

Approximately 20 pupils from each middle school are identified for participation in the work-study Cooperative Occupational Program. This target population consists of underachievers, pupils of low ability, the financially disadvantaged, children from broken homes or ones who display a negative self-image or little self awareness. These students receive much individual attention through conferences with couselors and parents, careful job placement and follow-up, and group counseling with all program participants. Objectives of the program include: keeping the students in school, improving their attendance and academic records, improving their attitudes about themselves and about school, supplying opportunities for exploration of many career areas through classroom activities, field trips, etc., and placement of students in part-time jobs.

Curriculum Materials. The program uses a variety of teacher and student materials, most of which are commercially produced. These include books, games, movies, and a series of filmstrips and cassettes.

Materials produced by the project are described below.

1. Slides and filmstrips.
   Intended for all students in the program. these are made by students and they depict local job situations.

COMMUNITY SERVICES CAREER PROGRAM
Alfred I.du Pont District
Wilmington, Delaware

District and Project Information: 1973-1974

District Population:

Type of Area: Suburban

Students' Background: 100% White

Annual Family Income:

Contact Person:

Mr. John Curran
Career Coordinator
Alfred I. du Pont Schools
Counseling Office
Brandywine High School
Wilmington, Delaware 19803
(302) 478-5000

	District Schools	Project Schools
Number of Schools	11	1
Grade Levels	K-12	10-12
Number of Staff		90
Number of Students		1400

Years of Project Operation: 4

Project Funding:

Number of Project Staff:

Approach to Career Education. The community service career program is aimed at upper middle class high school students. The goals of the program are to provide "developmental learning situations through contact and continuous experience, providing an opportunity to serve others and discovering one can serve oneself through the application of useful abilities." Students volunteer their time (an average of two hours per week) at a variety of institutions where they help emotionally disturbed, physically handicapped, normal children, and aged, and/or ill adults. They give of themselves and learn first-hand about careers in physical therapy, occupational therapy, teaching, nursing and the like.

Project Staff. This project is organized and overseen by the chairman of the guidance department of Brandywine High School as one of his many regular duties. He receives some help in supervision from one or two teachers on a very limited basis and uses the counseling staff's secretarial services.

An Idea That Worked (A separate program.) Interim is a two-week offering of mini-courses in a great variety of subjects including academic, vocational and avocational given between semesters at Brandywine High School. Every student is required to take one academic course and a minimum of four and one-half hours of courses. Courses are offered by teachers, administrators, students, and others. Seniors have the option, during Interim, of participating in Career Research Laboratory programs, wherein they may work for two weeks with a member of the occupation of their choice on a one-to-one basis.

HOWARD EDUCATIONAL PARK-CAREER DEVELOPMENT CENTER
Wilmington Public Schools
Wilmington, Delaware

District and Project Information: 1973-1974

District Population:	86,000
Type of Area:	Urban
Students' Background:	85% Black 13% White
Annual Family Income:	30% $ 5,000- 9,999 25% $20,000 or more 20% Under $5,000

Contact Person:

Dr. Leroy M. Christophe
Project Director
Howard Educational Park
Wilmington Public Schools
Wilmington, Delaware 19810

(302) 429-7128

	District Schools	Project Schools
Number of Schools	20	3
Grade Levels	K-12	6-12
Number of Staff	825	147
Number of Students	14,685	2,105

Years of Project Operation: 1

Number of Project Staff: 10 Full-time
1 Part-time

Project Funding:

Federal	Title VII	$ 98,400
State		60,000
Local		40,000
Total		$198,400

Approach to Career Education. Howard Educational Park is a new facility created on the site of a formerly all Black high school. In the process of desegregation students were dispersed among other high schools in the area. As the community did not want to see this school closed, they worked with educators to make plans for this new career-oriented educational park. Howard is designed to prepare the high school youth of Wilmington for economically and personally rewarding careers in the world of work, in the arts, and in special urban occupations. The new educational park also concentrates on bringing the student and the community together, and on reaching out to surrounding communities. A Career Center has been constructed and an Urban Center and an Arts Center are in progress. The Career Center focuses on a job-oriented cooperative work program, job placement advisement and counseling, pre-technical preparation of college bound students, and on basic education for some 1,000 students. Five hundred students spend all day on the campus while 500 others share time with parent schools located elsewhere in the city and in the suburbs. The Center also extends downward into elementary and middle schools for career awareness programs. The Park has a deep commitment to the disadvantaged and the gifted. It also provides a new kind of educational program at the high school level fitted to the needs of a changing urban population. Special efforts have been made to develop instructional procedures to overcome problems resulting from racial isolation. The Center is particularly aware of its role in promoting career process concepts in a college preparation conscious community. The career education curriculum provides for teaching with a career slant. It also facilitates student self-assessment and direction, paying particular attention to motivation and self awareness for minority youth. The curriculum is concerned with all aspects of youth; feelings, adjustment, remediation and corrective work, and skill development. The program makes frequent use of discussion, hands-on experiences, self-analysis, and educational tours to convey career education concepts. Career education is infused in all subject areas including special areas such as physical education and art education.

Project Staff. The project is administered by a part-time project director. It also employs a career evaluation specialist, five career process teachers, and four content teachers, all full time. The project staff serve the new educational park which houses students in grades 10-12 and work with the two middle schools which send students to the new facility. The project staff spend most of their time working directly with students and other teachers at the middle and senior high school level. They also spend some time working directly with the community.

School Staff. Regular classroom teachers, specially designated career process" teachers, and guidance counselors working in and outside the classroom all carry out career education instruction in this district. About 15 percent of the senior high school staff and 25 percent of the middle school staff in the district actively participate in career education.

Training. The project staff, with help from local school staff and consultants from higher education institutions, have conducted training for 20 percent of the teachers, counselors, and librarians in the Center and five percent of the administrators. Training sessions have been held before school, during school, after school, and during the summer. Participants have received payment for some training activities and released time for others. Training sessions have included workshops, group discussion with project staff, and selected assignments in professional research and writing. Training has included an orientation to career education and information about curriculum development, selection of materials, teaching techniques, and evaluation of pupil growth. Special attention has been devoted to training teachers to diagnose student learning blocks and use remedial techniques. Teachers have learned how to infuse career education, how to create learning packets, and how to help students, particularly at the middle school level, relate self-achievement and potential to career decision. About half of the student and professional materials used in training are commercially published. The remainder are non-commercial materials developed locally or by other projects.

Community Resources. The project staff have published a catalog of community speakers and field trips. They also make arrangements for speakers, trips, and student work sites.

Curriculum Materials. About half of the career education instructional materials used in the district are commercially published. About one-fourth

BROWARD COUNTY CAREER EDUCATION PROJECT
Broward County School System
Fort Lauderdale, Florida

District and Project Information: 1973-1974

District Population:	500,000-999,999
Type of Area:	Urban
Students' Background:	82% White 18% Black
Annual Family Income:	

Contact Person:

Dr. James E. Smith
Director, Career Education
Broward County School System
1001 N.W. 4th Street
Ft. Lauderdale, Florida 33301
(305) 765-6480

	District Schools	Project Schools
Number of Schools	140	80
Grade Levels	K-12	
Number of Staff	6,500	3,000
Number of Students	140,000	60,000

Years of Project Operation: 2

Number of Project Staff: 6 Full-time

Project Funding:	1974-75
Federal	$ 86,000
State	223,000
Total	$309,000

Approach to Career Education. In 1974-75, approximately 50 elementary, 17 middle, and 13 high schools will be involved in career education. At the elementary level, emphasis is placed upon career awareness. At the middle school level the focus is upon career exploration and self-awareness and decision-making. At the high school level, emphasis is placed upon career exploration and preparation, self-awareness, decision-making, and employability skills together with placement and follow-up. Each school has a career education coordinator who chairs that school's career education steering committee. The steering committee develops the career education plan for its school. The career education district level staff conducts inservice training for the coordinators and for the schools, according to specified needs, and generally serves as liaison between the project staff and the school. A basic element of all plans is the strategy for utilizing the various materials that have been developed and gathered from other sources.

Project Staff. The project has one full-time director and five other full-time staff members. The director generally administers all activities of the project and works with principals and district level staff. Two staff members work with all of the elementary school coordinators and their respective schools. Two staff members work with all of the middle and high school coordinators on the same basis. One staff member works in the area of evaluation, model development, and as a resource to the remainder of the staff.

School Staff. At the elementary level, all teachers, counselors, media specialists and administrators are involved. At the middle school level, the project is approaching 100 percent participation. At each of the high schools participation will approach 50 to 75 percent of all certified staff members.

Training. Inservice training is conducted for both district level staff, principals, and school coordinators at designated central locations. This inservice training emphasizes the overall career education concept, leadership roles, and implementation of models. Inservice training for teachers is conducted in their respective schools, and the emphasis is upon meeting the needs of the teachers as designated by the teachers themselves and leadership personnel. Inservice training here also focuses upon the use of already developed materials. All district level personnel, principals, and teachers receive some inservice training during the year.

Community Resources. It is estimated that approximately 400-600 sites will be used for field trips and shadowing experiences. Further, approximately 1,000 persons will be used as resource speakers brought into the school. Each school's steering committee will have at least two community representatives. Career education programs utilizing the 15-minute color film, "Career Education in Broward County," will be held for between 30 and 50 percent of all civic, service, church, and parent organizations. Additional work sites will be identified for the various vocational cooperative programs.

Curriculum Materials. Some materials produced by the project are described below.

1. Elementary resource guides built around the 12 occupational clusters and incorporating the eight elements.
2. Sixty middle school resource guides for each of the 12 clusters with sections of each guide dealing with the various disciplines and incorporating the eight elements.
3. Twelve high school resource guides related to each of the basic subject areas and focusing upon awareness and exploration of career opportunities related to subject areas.
4. Film guide with critique and classification of more than 500 career-related films.
5. Buyers' guide with critique and classification of some 400 commercially-prepared non-film materials.
6. Elementary reader's guide with listing and reading level of more than 700 career-related books.
7. Elementary school guidance resource guide.
8. Middle school guidance resource guide.
9. High school career education course guides (3).
10. High school career education resource guide.
11. EMH high school career education course guide.
12. SLD elementary school career education resource guide.
13. Approximately 200 LOOM units (developed throughout Florida) Orange County, Florida, and other Florida state elementary, middle and high school guides.

An Idea That Worked. The communication system consists of a number of committees with representation from certified staff, students, and the lay community. Each school has a steering committee made up of teachers from all grade levels, guidance, media specialist, occupational specialists (at middle and high school levels), and administrators. The primary function of this group is to steer the planning of career education activities for that school. Each discipline is represented by a resource committee. Its membership is composed of representatives from the elementary, middle, and high school levels and from each of the geographic areas in the county. Its primary function is to explore and suggest means by which that particular discipline and career education can be better related. Each support service is represented by a task committee. The committee is chaired by the director or coordinator of that particular support service (e.g., inservice, institution, personnel, evaluation). The primary function of these committees is to investigate ways in which these service areas can support the career education efforts. The district level career education steering committee is made up on representatives of teachers, principals, guidance personnel, and district level administrators. It is chaired by the director of the project, and its primary function is to guide the overall policy making related to career education efforts.

CAREER EDUCATION CENTER PROJECT
Alachua County School Board
Gainesville, Florida

District and Project Information: 1973-1974

District Population:	120,500
Type of Area:	Suburban and Rural
Students' Background:	69% White 31% Black
Annual Family Income:	58% Under $10,000 15% $15,000-24,999 12% 12,000-14,999 11% 10,000-11,999 5% 25,000 or more

Contact Person:

Dr. Leonard D. Jackson
Director of Career Education
Alachua County School Board
25 S.E. 2 Place
Gainesville, Florida 32601
(904) 373-5192, ext. 322

	District Schools	Project Schools
Number of Schools	33	33
Grade Levels	K-12	K-12
Number of Staff	1,185	300
Number of Students	22,201	6,900

Years of Project Operation: 1

Project Funding:
State $117,000

Number of Project Staff: 7 Full-time

Approach to Career Education. Career education in Alachua County is a major focus of the educational curriculum. The methodology used is based on a developmental approach and is founded on current theories of career development. As presented in Alachua County, career education is defined as those educational experiences which lead to a positive correlation between a student's personal needs and the requirements of the world of work. How this positive correlation is achieved is the substance of career education. The motto might well be "If it doesn't happen in the classroom, it doesn't happen." Career education is not a program but is, first and foremost, a focus integrated into the existing curriculum. The basic document, for example, in all elementary workshops is a publication entitled, Elementary Objectives for Social Studies, Language Arts, Science and Math. Career education objectives are fused into the existing objectives of the curriculum. The curriculum approach does not, in any way, preclude the inclusion of other important approaches to career education, i.e., counseling, special courses and units. Career education has been implemented to some extent in grades K-12 of all schools in Alachua County.

Project Staff. The staff includes a director, three resource teachers, a placement and follow-up officer, and a coordinator of accelerated graduation and early job entry. The staff was assembled early in 1974 and was charged with planning the career education focus to be implemented beginning in 1974-75.

Gainesville, Florida

School Staff. A nucleus of teachers in each elementary and middle school was chosen to work with the project in 1974-75. At the elementary schools these teams included at least one teacher from each grade level, a counselor, and a media specialist. The nucleus in each middle school took the form of a group who will be team-teaching in 1974-75. The secondary emphasis in 1974-75 will be a placement and follow-up system, special units in career counseling, and integration of career education materials into the curriculum.

Training. Workshops for the 230 teachers, counselors, and media specialists were held during the summer of 1974. Emphasis was upon integration of a career education focus into the curriculum. Inservice training will continue during the 1974-75 school year, with three days scheduled for each participant.

Community Resources. Each school in the district has a functioning Citizens Advisory Council in addition to parent-teacher and other similar organizations. These advisory councils will be utilized in organizing community resources for individual needs.

Curriculum Materials. Florida has produced an enormous amount of career education curriculum resource materials. The number of commercially produced materials is rapidly increasing. The energies of participants in the program are directed toward utilization of these resources in fusing career education objectives with existing curriculum objectives.

Materials produced by the project are described below.

1. A Literature Search.
   Print, published in cooperation with the Duval County School Board.

2. A Comprehensive Organizational Model was devised for providing district-wide placement and follow-up services.

3. An Exiting Interview Form.

4. A Follow-Up Form.

An Idea That Worked. A decision had to be made as to whether the district should participate in the VIEW (Vital Information for Education and Work) program, an educational tool for senior high students. At the same time, the district was offered an opportunity to utilize the Job Data Bank of the Florida Employment Service. Both VIEW and the Job Data Bank rely on a micro-fiche system. It was decided that if these two could be made compatible, the expense of the hardware could be justified. Through the simple changing of a lens, the two were made compatible and the necessary hardware was purchased.

Summer school at the elementary level in the district consists of two three-week sessions. It is a learning experience for both teacher and students. Teachers are encouraged to innovate and are given considerable support in their week-long planning and preparation period. One group of summer school teachers decided to emphasize career education in their team and to use learning centers as the teaching technique. They decided to videotape their efforts and the ways in which they used the learning centers with students. The videotape was edited and is being used in career education workshops to illustrate how learning centers may be utilized in integrating career education into the curriculum.

CAREER EDUCATION PROJECT
"K Through Post Secondary and Adult"
Dade County Public Schools
Miami, Florida

District and Project Information: 1973-1974

District Population: 1,500,000

Type of Area: Urban, Suburban and Rural

Students' Background:
46% White
27% Black
27% Spanish

Annual Family Income:
55% $ 0 - 9,999
39% 10,000-24,999
6% 20,000 or more

Contact Person:

Ernest Upthegrove
Career Education Project Director
Dade County Public Schools
1450 Northeast Second Avenue
Miami, Florida 33132
(305) 350-3774

	District Schools	Project Schools
Number of Schools	237	10
Grade Levels	K-Adult	K-9
Number of Staff	18,503	617
Number of Students	244,500	13,813

Approach to Career Education. Dade County's approach to career education began with a definition of the problem: the waste of human resources caused by school leavers, ill-equipped for gainful employment and/or further education. Dade County's total career education model began auspiciously in 1967 under vocational exemplary funds as a junior high model which attempted to broaden the vocational offerings of the junior high school curriculum to meet the needs of students who might otherwise become "school leavers" without basic communication and employability skills fundamental to all careers. The experience and dedication to career education goals gained by the personnel during this initial stage was the impetus for implementation of an elementary career education program. This program began with designated career activity centers in two Dade County elementary schools where upper level elementary students began career awareness hands-on experiences in order to play identifiable adult career roles. These activities helped students develop attitudes, basic skills, values, and identity clarification which would enable them to have a clearer picture of career choice and career performance. Added to this laboratory experience are the integrated classroom career education experiences for the elementary student. All elementary teachers are being supplied with career information and skill building materials which will be an important part of the interdisciplinary strand of the elementary quinmester curriculum for all of Dade County's elementary schools. A pilot Career Resource and Occupational Center has been developed and implemented at three pilot elementary schools.

The year 1973-74 was the target year for the development of an expanded junior high school career education program. Using the learning experiences of the examplary junior high program, the project staff and teachers in the field developed nine career cluster laboratory programs including individualized learning activity packages for classroom use. These activity packets enable students to gain realistic, hands-on work experience. To help students see the relationship of basic communications and mathematics skills to the world of work, career-related language arts and mathematics quinmester courses and learning activity packages for individual student learning have been developed to integrate career content into the basic skills which all leavers must achieve to function maximally in society.

A final major component of the career education model is the comprehensive centralized job placement and follow-up system which will make possible a county-wide system of accounting for the whereabouts of all school leavers, (graduates and/or school dropouts). This will fulfill the need to know how well the public school system is meeting the goals of education by preparing all leavers for post-secondary and adult formal education and/or immediate employment.

Project Staff. The project staff includes a project director, project supervisor, project coordinator and a task force consisting of program designers, occupational specialists, community resource people and six career center teacher assistants. This year the project staff served all K through post secondary and adult schools. The project staff expended many hours of inservice training with classroom teachers.

School Staff. Principals, area staff directors, teachers in the field, guidance counselors, and occupational specialists played a vital role in developing and implementing all phases of the elementary and junior high school career programs. Vocational and academic teachers wrote, under contracted services supervised by project staff, the career-related vocational and academic programs and all illustrations were done by commercial art and fine art teachers.

Training. The project staff and some local school staff have conducted training throughout the year for administrators, area curriculum specialists, assistant principals of curriculum, guidance personnel and teachers at the elementary, junior and senior high schools. The training includes teaching techniques and orientation to the wealth of new written curricular materials as well as to adjunct audiovisual materials and equipment. Career-related workshops, demonstrations and group discussions clarify career education goals and objectives.

Community Resources. Total involvement of Dade County's multi-ethnic, multi-racial, social, business and industrial community is a key factor of Dade County's career education model. In addition to a wide-ranging Work Experience Program in the senior high schools, there is much involvement of business and industry in planning workshops. These groups serve as vital members of advisory committees. The use of resource persons from business and industry as speakers in the schools completes the picture of community involvement in the career education model.

Curriculum Materials. About 75 percent of the total career education instructional materials used in this project were developed by school personnel with the assistance of the project staff. Most of the materials are for students, primarily at the elementary and junior high school levels. About 85 percent of the materials are in print, and the remainder are audiovisual materials included in the student packages. Almost all student materials are individualized.

Materials produced by the project are described below.

1. Twenty-seven Elementary Career Awareness Packages.
   Printed, 25-30 pages and intended for use by teachers and students.

2. Thirty-one Elementary Career Activity Packages.
   Printed, 15-20 pages each, intended for use by students in the career center.

3. Career Awareness Inventory Test for Grades 4-6.
   Printed, 15 pages. Intended for use by students and teachers.

4. Career Index Guide.
   Print, 330 pages each set, there are five sets. For the classroom teacher for locating materials relating to specific careers found in textbooks, reference books and multi-media materials.

5. Career Activity Index Cards.
   Print, 150 cards each set, 15 sets. Intended for use by students for relating career education into the classroom curriculum.

6. Career Center Manual.
   Print, 20 pages. Intended for teachers for the career center operation.

7. Course Outlines for Grades 7-9.
   Printed, 25-30 pages each. Intended for use by students and teachers. Eleven Career Cluster Course Outlines. Each includes course description, goals, student objectives and post test.

8. One hundred Instructional Packages.
   Printed, 15-30 pages each. To be used by students in the eleven Career Exploratory Clusters. Intended for use in the career laboratories.

9. Four Career Information Packages.
   Printed, 15-20 pages each. Intended for use by students.

10. Eight Language Arts Career Related Quinmester Curriculum Courses.
    Printed, 35 pages. Intended as teacher guides.

11. Thirty-two Language Arts Learning Activity Packages (four for each career related quinmester course).
    Printed, 75-175 pages each. Intended for individual use by students.

12. Career Related Mathematics Materials for Grades 7-9.
    Printed, 1150 pages total.
    a. Teacher guide to the use of individualized activity packages.
    b. "Student Notes" - individualized packets of explanatory materials necessary to undertake specialized career related mathematics packets.
    c. Practical application - individualized career related mathematical problems applied to three career cluster areas.

ORANGE COUNTY CAREER DEVELOPMENT
Orange County School district
Orlando, Florida

District and Project Information: 1973-1974

District Population: 438,517

Type of Area: Rural, Suburban and Urban

Students' Background: 86% White
14% Black

Annual Family Income: 36% $ 5,000-9,999
28% Under $5,000
20% $10,000-14,999
11% $15,000-24,999
5% $25,000 and up

Contact Person:

Mr. Robert S. Magow
Career Education Project Director
Orange County School District
3826 Mitchell Road
Orlando, Florida 32808
(305) 841-7546

	District Schools	Project Schools
Number of Schools	100	46
Grade Levels	K-Adult	K-Adult
Number of Staff	4,768	2,500
Number of Students	94,562	40,000

Years of Project Operation: 3

Number of Project Staff: 57 Full-time

Project Funding:

Federal	$214,800
State	575,900
Local	140,000
Total	$930,700

Approach to Career Education. The basic strategy of the Orange County Career Development Program aims at training classroom teachers to develop and implement curriculum materials designed to fuse career concepts and "real" world experiences with the ongoing academic curriculum. The first step in teaching this goal was to begin career activities in a small number of schools and, working with volunteer faculty members, hold workshops (run by project staff) designed to teach basic career philosophy and techniques for writing and/or implementing career education strategies. Methods used included career units suggesting numerous ways of presenting materials, hands-on activities, and utilization of community resources. Target grade levels are K-post secondary, with all students included.

Project Staff. The project staff include a director, a program coordinator, secondary and elementary curriculum research associates, a placement and follow-up coordinator and a guidance coordinator. Also included are seven career development specialists. All staff work closely with school personnel in planning and implementing career education.

Training. Training for teachers, librarians and guidance counselors has been conducted through workshops held in home schools. The workshops were designed to orient participants to career education and instruct them in development and implementation techniques. Materials utilized included films, training modules, demonstrations, discussions and various participant-involvement activities.

Community Resources. The staff hascompiled and utilized lists of community resource people to be used as guest speakers as well as hosts at sites for field trip excursions. In addition, lay-craft committees from local business and industry have been formed to aid in identifying needs and planning strategies. A number of women's groups have sponsored career clubs and the National Alliance of Businessmen has been active in the program. At the secondary level students have been involved in a variety of work experience and on-the-job training programs.

Curriculum Materials. About 90 percent of the career education materials used were developed locally by teachers with assistance from the project staff. Materials at the elementary level are primarily for teacher use, whilepost secondary materials combine both teacher and student-oriented materials. Materials are in printed form with bibliographies listing a variety of audiovisuals and additional printed matter which may be used in conjunction with the basic unit.

Materials produced by the project are described below:

1. Elementary Career Units.
   Print, intended for students, grades K-6.
   Combine academics with career person or field under study. Keyed to career elements and state standards with behaviorally stated objectives.

2. Secondary Career Units (Academic).
   Print, intended for students, grades 7-12.
   Combine information concerning a specific career field or job cluster with related academic activities in each major academic area. Contain behaviorally stated objectives and are keyed to state standards and career elements. Learning activity packages have also been developed which may be used in conjunction with units.

3. Vocational Career Units.
   Print, intended for students, grades 9-14.
   Job entry units developed for secondary and post secondary use. These are in learning activity package form and many include fused academics.

4. Training Modules.
   Intended for students.
   A number of training modules for individualized instruction in the development or utilization of career concepts have been developed by project staff.

An Idea That Worked. Implementation workshops at elementary and secondary levels were designed so that, after a three to four-hour orientation to career education, teachers were allowed to choose units or concepts they wished to implement in their classroom. Project staff then worked with teachers in planning career strategies which would mesh with lesson plans already formulated for the teachers' upcoming units. After a time lapse of two to three weeks a second session of theworkshop was held in which teachers discussed how their career activities had worked out. Successes and failures were shared and discussed with the group. The overall result was one of increased learning and enthusiasm by both teachers and the project staff.

PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT
District School Board of Pinellas County, Florida
St. Petersburg, Florida

District and Project Information: 1973-1974

District Population: 750,000

Type of Area: Urban and Suburban

Students' Background: 91.5% White
8.2% Black

Annual Family Income:
33% Under $5,000
30% $ 5,000- 9,999
20% $10,000-14,999
12% $15,000-19,999
5% $20,000 or more

Contact Person:

Mrs. Myrtle E. Hunt
Director Career Education
Office of Career Education
3230 Ninth Avenue South
St. Petersburg, Florida 33712
(813) 895-3671

	District Schools	Project Schools
Number of Schools	114	43
Grade Levels	K-Adult	K-Adult
Number of Staff	5,044	898
Number of Students	108,000	20,000

Years of Project Operation: 2 1/2 years

Number of Project Staff: 13 full-time
1 part-time

Project Funding:

Federal	VEA	$530,000
State		113,000
Local		175,000
Total		$819,000

Approach to Career Education. The Pinellas County Comprehensive Career Education Project was originally funded as a Part C (VEA 1968) demonstration research and development grant by the U.S. Office of Education. Funds were directed to Pinellas County by the Florida Department of Education.

The District School Board of Pinellas County received $280,556 to be used for implementing career education concepts in ten pilot schools (K-14). The project was funded for 18 months (January 1, 1972 through June 30, 1973). Project funding was continued and the staff now includes a director, seven supervisors, one vocational teacher consultant, one occupational specialist and one media specialist.

Broadly stated project goals and objectives are designed to provide: (1) self-awareness and career-awareness at the elementary level, (2) career orientation and career exploration at the junior high level, (3) in-depth exploratory and skill development in specific clusters at the senior high and post-secondary level, (4) placement and follow-up services to all students exiting schools, (5) intensified guidance and counseling services at all levels K-14, (6) inservice staff development workshops relating to career education for personnel in pilot schools, (7) an organized system for dissemination of career education information to interested and concerned persons, (8) development of a comprehensive plan for articulation of career education in Pinellas County, and

(9) an organized effort to establish a system for evaluating both processes and products of career education.

Operation of the program is organized around nine basic components: (1) elementary K-6, (2) junior high 7-9, (3) senior high and post secondary 10-14, (4) guidance and counseling, (5) inservice staff development, (6) placement and follow-up, (7) public relations and public information, (8) articulation, and (9) evaluation. Components receiving major emphasis during school year 1972-73 included; (1) elementary, (2) guidance and counseling, (3) inservice staff development, and (4) evaluation.

Each component of the project represents a unique combination of goals, objectives, elements, clusters and resources (both human and materials). Different combinations of these factors are organized for formulate all PCCEP activities into a meaningful whole. Pilot schools attempt to unify the schools' educational program, consisting of academic, vocational and guidance experiences, around an occupational and career development theme--using self-awareness and career awareness as visible vehicles. Students (K-14) are being helped to develop decision-making skills--thus enabling a systematic application of infor- to rational processes with regard to the eight elements identified in the national career education model and 15 occupational or career clusters developed by USOE. These elements and clusters are used to weave comprehensive career education into a sound basic program in Pinellas County.

Prior to acceptance of the project, the superintendent's staff reviewed the career education concept and studied USOE guidelines relating to administration and implementation. It was decided that a program of career education would require more administrative coordination and planning than that being done for programs now in operation. The primary reasons being (1) the increased interaction required with the community at large, (2) the need for integration of career education curricula across all subject matter areas, (3) the need for educational professional development of all staff, (4) the need for coordination of program development with other educational agencies, (5) acceptance of responsibility for placement and follow-up of students exiting the system, and (6) the increase in per pupil costs for which new monies must utlimately be sought.

After administrative commitment was ascertained, the project proposal was presented to (1) all county level supervisors and administrators, including VTAE and pupil personnel services, (2) elementary and secondary principals, (3) selected key staff members from proposed pilot schools, and (4) the School Board of Pinellas County.

Responsibility for final selection of pilot schools was delegated by the Superintendent to the Executive Assistant Superintendent of VTAE and other key personnel. Schools were selected on the basis of staff interest and student need for the program. After tentative selections were made, an orientation workshop was held for representatives of the schools. All personnel attending were charged with responsibility for informing others and getting support for the program in individual schools. Letters of support and acceptance were then solicited from the schools.

Following final approval of the project, a director and other staff were selected. It was determined that in order to initiate a successful career education program, the Superintendent, Board of Education, Project Director and staff, and other key personnel supporting the concept, would need to express commitment publicly. This series of events followed: (1) The School Board passed a resolution supporting career education. (2) Steering committees composed of representatives of the school and community were appointed. (3) The philosophical bases and general emphasis of the career education endeavor were developed. (4) Student and community needs were considered. (5) Priorities were determined on the basis of both student and community need and the constraints of time and money. (6) Long and short-range goals were developed. (7) Project objectives and expected outcomes were established to assure accountability for the program. (8) A third-party evaluator was selected. (9) An inservice staff development program was planned and implemented. (10) Selected processes for implementation of objectives in pilot schools were identified. (11) A master plan for implementation with what was considered to be an appropriate time frame was designed. (12) Systemwide constraints (not related to the project) were identified and means of removing them received attention. (13) An organized system for keeping the public informed about the project was developed. (14) A comprehensive internal evaluation scheme to measure outcomes for both process and product was developed.

Final accountability for all career education efforts must ultimately rest in the placement and follow-up of all students exiting the system. The PCCEP placement and follow-up staff works cooperatively with guidance counselors, occupational specialists, cooperative education coordinators, and the employment security agency to facilitate plans for a centralized placement and follow-up office to serve all Pinellas County schools. Philosophy, goals, and operational objectives have been developed, educational and community advisory committees appointed, and plans made to have this component fully operation (both centralized placement and follow-up) by October, 1974. In the meantime, services will be available to assure that students leaving pilot schools will be placed on jobs or in other educational programs. Assistance will also be available to students desiring part-time and summer employment.

An employability skills course has been developed by the staff and the advisory committee. This program will be implemented during the next school year. Courses will be taught by placement personnel and held at various locations in the county (both day and evening).

Project Staff. The Pinellas County Career Education Project has 13 full-time positions: director, six supervisors (elementary, secondary, guidance services, curriculum, evaluation, placement and follow-up, and work-study), one occupational specialist, one media specialist, one data control coordinator, one executive secretary, and three clerk-typists. Part-time student assistants are used to expand the clerical staff. Project supervisors spend about 50 percent of their time developing and directing inservice activities and related curriculum. About 40 percent of their time is spent in the schools helping teachers with implementation, and the balance is spent in personal renewal and regeneration through professional travel, etc.

School Staff. In the pilot schools the career education team consists of a counselor, an occupational specialist, and a classroom teacher. Members of the COST team (Counselor-Occupational Specialist-Teacher) work and plan together to provide career education activities which fuse or blend with the classroom teachers' basic instruction. The unified approach works like this: as a teacher plans or prepares a unit of instruction, the counselor and occupational specialist suggest strategies and methods for including any of the career education elements. The counselor may suggest specific activities dealing with self-awareness, decision-making skills, employability skills, and educational awareness. The occupational specialist then adds suggestions for including activities in career awareness, appreciations and attitudes, skill awareness and economic awareness. Final decisions concerning elements and activities to be included still rests with the classroom teachers; but once these decisions are made, the counselor and the occupational specialist may work directly with groups of children -- or they may work only with the teacher in the preparation phase. In this manner, the entire COST team becomes accountable for the instruction and education of students, not just the teacher alone. Forty-three elementary schools, five junior high schools, three senior high schools, one adult center and two post-secondary centers are participating in the project. This represents about 40 percent of the schools in the district.

Training. The Pinellas County Career Education Project staff judged inservice efforts to be successful as indicated by teacher responses to workshop evaluation and the ultimate implementation of project goals and objectives in individual classrooms. Approximately 1,020 hours of workshop activities were provided for 450 teachers, counselors, and administrators since the project began. A total of 24 workshops were held with times, locations, and objectives varying to meet the needs and interests of participants. The inservice education component was the first to receive attention. Project staff judged this to be the most vital link in the intricate chain of career education strategy. Summer workshops provided a basic orientation to career education concepts and theory for 350 teachers, administrators, counselors, and support staff. Philosophy, goals, objectives, methods, techniques, and resources were explored and developed. Workshops were all designed to facilitate a unified approach to implementation of career education in Pinellas County. However, flexibility was stressed, and no attempts were made to force schools to conform to specific plans. Each school was encouraged to develop a program which supported broad goals of the project, but first consideration was given to the needs of students, and to the strengths and weaknesses of staff members. Workshop activities centered around identification of methods and strategies for obtaining and disseminating information on self-concept, career clusters, educational opportunities, employment possibilities, community resources, and methods for fusing vocational, academic, and guidance activities into existing curricula.

Participants also engaged in experiences planned to improve their guidance and counseling skills in the classroom. These activities included values clarification strategies and individual and group counseling methods. Other workshops provided hands-on activities which gave teachers the feel of different occupations, and also provided meaningful field trips to local business and industry to learn first-hand about jobs and job requirements. This composite of workshops helped teachers to modify personal values and attitudes regarding educational focus and traditional emphases. Realistic exposure provided counselors, teachers and administrators with new and different perspectives regarding the traditional roles of educators. Participants came away with a better understanding of the importance of helping students to develop affectively as well as intellectually. Workshop members have produced 125 instructional units and 225 career activities in a variety of academic and vocational areas. All of the materials also included guidance activities appropriate for use with the grade level. Inservice activities continue throughout the year as counselors, occupational specialists, teachers and administrators from pilot schools meet with the career education task force and project staff to discuss problems relating to implementation, to consider new approaches to curriculum and implementation (COST/CAB), to evolve evaluation processes and procedures, to share ideas, to update process diaries, and to make recommendations for future inservice workshops.

Community Resources. The public relations and public information component is recognized as being of prime importance to the ultimate success of career education efforts in Pinellas County. The educational community, as well as business and industry, has been extremely interested in project activities and results. Many hours of staff time have been devoted to the development and delivery of presentations to a multitude of different groups. Early interest was expressed by the Education Committee of the St. Petersburg Area Chamber of Commerce. They were the first community group to request information about the project. Following an initial presentation to the group, a subcommittee for career education was appointed by the Chamber. This subcommittee ultimately organized a group of business and industry representatives to provide resources for career education pilot schools. Similar offers have now been received from the Largo, Clearwater, and Dunedin Chambers. Business and industry persons have contributed many hours and much valuable resource material to project schools. The National Alliance of Businessmen also supported early efforts by including information about the project in a brochure developed for distribution in the community. NAB also provided speakers for project schools, and helped to organize the first student Job Fair. This component will receive increased emphasis next school year, and a concentrated effort will be made to involve parents of students in the career education program in an organized fashion. Occupational specialists and counselors arrange for most of the community resources used in the career education schools, and they are also responsible for reporting frequency of use in order to avoid duplication and overlapping.

Curriculum Materials. A variety of curriculum materials have been used at all grade levels and they differ from school to school. Project staff have encouraged teachers to use what is available and adjust for career education emphasis. The project has relied heavily on materials developed by other projects in the state (FAIS, LOOM, and Orange County). Many audiovisuals (usually slide-tapes) and transparencies have been used in a variety of ways. Commercial materials have been carefully screened and many have been purchased for use in the schools.

Materials produced by the project are described below.

1. Career Education Units K-6.
   Typed resource guides intended for teachers of grades K-6, varied lengths. Includes units for all grades in a variety

of subjects.

2. Career Education Units 7-9.
   Typed resource guides, intended for teachers of grades 7-9, varied lengths. Includes units for all subjects.

3. Career Education Units 10-12.
   Typed resource guides, intended for teachers of grades 10-12, varied lengths. Includes units for all subjects.

4. CAB.
   This is a collection of useful, practical activities that are student-centered and require active involvement on the part of students. All activities in the books are related to (1) career education elements, (2) occupational clusters, (3) State Accreditation Standards for a given subject at a specific grade level. This evolving approach has already received favorable attention in Pinellas County and around the State of Florida.

5. Guidance Services in Career Education.
   Typed resource guide, intended for counselors and teachers of grades K-14.

6. Media in Career Education.
   Typed resource list, intended for counselors and teachers of grades K-14. Contains listing of all related materials owned by or available in the district.

An Idea That Worked. Career information in "Skinny Books." A reading teacher at one junior high school wanted to relate reading about careers to all junior high subjects in her school for the slow or non-reading students. With help from the reading supervisor, the career education staff and a group of interested teachers, a large number of very short, attractive books were put together using low reading level materials, utilizing pictures and illustrations suitable for the age level of the student. The books were placed in other classrooms (science, math, English, art, etc.) to entice students to read about careers relating to those academic subjects. After students had read 100 of the books, they received, as a reward, a white T-shirt imprinted by the art department which read, "I Have Read 100 Books."

CAREER EDUCATION PROJECT
Leon School District
Tallahassee, Florida

District and Project Information: 1973-74

District Population:	123,00
Type of Area:	75% Urban 25% Rural
Students' Background:	70% White 30% Black
Annual Family Income:	39% $10,000 or more 31% $ 5,000- 9,999 30% Under $5,000

Contact Person:

Mr. James C. Talley
Career Education Project Director
Leon District Schools
925 Miccosukee Road
Tallahassee, Florida 32303
(904) 224-4622

	District Schools	Project Schools
Number of Schools	30	10
Grade Levels	K-Adult	K-Adult
Number of Staff	1,333	562
Number of Students	22,000	8,333

Years of Project Operation: 1

Number of Project Staff: 6 Full-time

Project Funding:

Federal	$ 281,660
State	58,500
District	31,889
Total	$372,049

Approach to Career Education. The primary objective of Leon District's career education project was to develop a comprehensive K-14 career education model which would reach all students at all grade levels and involve all personnel in the project schools, community representatives and some staff members from the local universities. Further, emphasis was to be placed on incorporating existing programs, models and materials rather than on undertaking any extensive development of them. The year 1973-74 was designated as the planning phase of the project A comprehensive career education model was developed for curriculum, guidance and placement/follow-up. The curriculum/guidance model was developed on a K-14 continuum, utilizing the eight elements of career education as the core of the continuum. Various elements are emphasized at appropriate educational levels, relative to students' developmental needs. The resulting model affords a well-defined scope and sequence of program and student objectives, activities and resource materials and is designed to reach all students at all grade levels, with placement services available at all exit levels, and to involve the majority of project school personnel. Activities and resource materials that supplement the core of the program have also been identified in a well-defined scope and sequence, in order to avoid tedious repetition and duplication of efforts and expenditures. The program evolved through efforts of curriculum coordinators, counselors, and workshop participants from all levels of project schools, and through efforts of the project staff coordinators of curriculum and guidance. (This working relationship has been critical since the program is heavily imbued with affective objectives that will be developed in the classroom setting.) The K-8 segment of the program will be implemented, as defined, in all project elementary and middle schools in September 1974. The secondary/post secondary segment will be partially implemented in September, 1974, but will require further development in order to reach all students and involve all departments at that level. In addition to developing the program in the project schools, project staff have worked closely with Florida State University to further articulate career education efforts, to exchange information, to provide materials and consultative services to individual students, to classes and to faculty members and to contribute to the changing direction of teacher education courses.

Project Staff. The project staff includes a project director, a vocational curriculum specialist, an academic curriculum specialist, a placement and follow-up coordinator, a vocational counselor specialist, and a guidance and evaluation coordinator. In addition, the following personnel were paid through project funds, but worked full-time in project schools: four elementary counselor interns, two elementary counselors, two occupational specialists, and one high school counselor. The staffing pattern for next year has not as yet been determined, but it is anticipated that additional occupational specialists and elementary counselors will be employed and that part of the central staff will be moved. These changes will be necessary because the placement and follow-up component will be moved to the district level, in compliance with the legislative mandate in Florida.

School Staff. Most of the project planning has been executed by the central staff and the curriculum coordinators, guidance counselors and occupational specialists in the project schools. Orientation, planning, and implementation inservice programs have been provided for the majority of all project school personnel. It is anticipated that in the 1974-75 school year, which will be the implementation phase of the project, all elementary and middle school personnel and the major departments at the secondary level will be actively involved in the program.

Training. As mentioned above, the majority of project school personnel has been involved in various inservice programs. In addition to orientation, planning, and implementation programs, several faculty members from selected subject areas are in the process of developing curriculum guides and learning activity packets where needs were identified. These will be described below.

Community Resources. A sophisticated system of locating and providing community resources for school programs has been developed through the Leon School Volunteers (LSVs) at the district level. The project staff, occupational specialists, counselors, and LSVs have cooperated in providing an extensive amount of community involvement in the project schools. The secondary/post-secondary schools have coordinated their work experience, wage earning, and co-op programs with the career education program. In addition, the project has established an advisory committee comprised of a cross-section of community representatives to assist in the development and expansion of the program.

Curriculum Materials. The core of the K-8 program is the FAIS (Fusion of Applied and Intellectual Skills) program. This is a total program, with required materials included. Supplementary materials have been identified, reproduced, or purchased and incorporated to expand the core program. These include LOOM units for hands-on activities, career units produced by other projects in Florida, commercial materials, and audio-visual materials.

Materials to be produced by the project are described below. (They are currently under production.

1. A Transportable Model Relating Career Education Elements to Two Foreign Languages -- Spanish and German.
   This includes a teachers' guide and student activity packet with a variety of activities and resources relating the target languages to career education elements. The students explore selected occupations in six of the occupational clusters, with related vocabulary and resources.

2. Student Career Exploration Guides Relating Basic Biology, BSCS and ISCS to Careers in Each Course.
   Innumerable activities and resources have been identified in correlation with the texts used in these courses.

3. Teachers' Guides relating the middle school science curriculum to career education elements.

PALM BEACH COUNTY CAREER EDUCATION PROJECT
Palm Beach County Schools
West Palm Beach, Florida

District and Project Information: 1973-1974

District Population: 500,000-999,999

Type of Area: Rural, Small Town, Suburban and Urban

Students' Background: 76% White
22% Black

Annual Family Income:

Contact Person:

Mr. R. Lawrence Liss
Project Director
Palm Beach County Career Education Project
3323 Belvedere Road
Building 503, Room 120
West Palm Beach, Florida 33402
(305) 683-0050, ext. 406

	District Schools	Project Schools
Number of Schools	79	11
Grade Levels	K-12	K-12
Number of Staff	3,000	
Number of Students	76,000	

Years of Project Operation: 1

Number of Project Staff: 1 Full-time

Project Funding:
State $117,000

Goals

1. Each student leaving the program will be aware of the options available to himself for employment or continuing education.

2. Each student will acquire a thorough knowledge about his own abilities, interests, and values, and will be able to use these to make realistic career choices.

3. Part of every student's education will include activities which take place in the world of work outside the school building.

Materials

1. Two bibliographies of available career education material
Print, 25 pages each, intended for teachers, one for grades K-6, one for grades 7-12.

2. Bridging the Gap Between School and Community
Print, 9 pages, intended for teachers, grades K-12.
Suggestions on exploring and utilizing career education community resources.

3. A Model for Inservice Teacher Preparation
   Print, 10 pages, intended for project directors and teachers, grades 10-12.

4. Two Models for Implementation
   Print, 15 pages, intended for project staff and administrators.

The Project

Finances. This year, the project received $117,000 in state funds. Next year it will receive increased funding, also from state funds, of $125,000. Over half of project funds for this year were spent as compensation for staff development participants. Another quarter of project funds were used for project staff salaries. The remaining funds were spent in other areas.

Project Staff. The project employs a full-time project director. This person had originally been an area specialist in math and science, and then served in career education in another county before coming to this project. The project director spends about one third of his time working with teachers, one third with counselors, and the remainder with school administrators and the community. Next year, more time will be devoted to community involvement activities.

Training. During this year, staff training was conducted by project staff and consultants from other school districts, higher education institutions, and a non-school organization. Next year, local school staff will take responsibility for much more of the training and there will be less reliance upon consultants from outside the district. During this year, orientation was provided for many of the administrators in the district, about half of the librarians and counselors, and about a quarter of the teachers in the district. Training is planned for a greater number of teachers and guidance counselors for next year. Most of the training activities take place on weekends and during the summer. Many training methods are used. The program places particular emphasis upon trips and visits. Most of the materials used in training are produced by other school districts, although some commercial materials are used.

Curriculum Materials. Most of the career education instructional materials used in the district are developed by other school systems. Most of the locally developed materials are reference materials for teachers and administrators, such as a bibliography of career education materials, suggestions for exploring community resources, and plans for inservice training or program implementation.

Community Resources. The project director has identified community speakers, trips, materials, and student work sites which are available as resources to the career education project.

Public Information. The project director shares information about the project within the district by speaking at meetings and submitting frequent news items to radio, television, or newspapers. The school staff who are involved in career education provide information for community organizations and agencies. Outside the district, the project director disseminates information by attending meetings throughout the state.

The School Instructional Program

Staff. Career education instruction in the district is carried out by regular classroom teachers, guidance counselors, and non-education professionals from the community. This year, about 12 percent of the school staff in the district actively participated in career education. Next year, about 30 percent will participate.

Content. The project has developed detailed specific objectives which are defined in terms of students' behaviors. These have been locally developed using a variety of national publications. These include goals such as, "Every student will graduate from high school with a salable skill or preparation for college," and "Every high school graduate will have made a tentative career choice." The content of the curriculum deals primarily with work, self concept, and personal values. It has some emphasis on citizenship, but is primarily school-based. The project is working toward a curriculum which will contain vocational education. The career education curriculum differs from the regular curriculum in that it points out the career implications of traditional content, involves more of school staff in guidance, and involves more parents, businessmen, and other outside people in daily classroom activities.

Methods. The methods used to teach about careers include more community and parent involvement than methods used to teach about other matters. The project is working toward infusing career education into all elementary and secondary subjects. Through further training, they hope that this will be accomplished within the next year.

Evaluation

Internal Evaluation. During this year, an internal evaluation was conducted. It focused on the aspects of project staff, number of schools served, populations served, staff training, and public information. Interviews and questionnaires were used to collect information from school staff and the community. Data was also drawn from project records to complete this assessment.

External Evaluation. No external evaluation of the project has been conducted as yet.

CAREER AND VOCATIONAL EDUCATION
Clarke County School District
Athens, Georgia

District and Project Information: 1973-1974

District Population:	65,000
Type of Area:	Urban
Students' Background:	70% White 30% Black
Annual Family Income:	30% $20,000 or more 25% $5,000-9,999 25% Under $5,000

Contact Person:

Dr. Jerry D. Purser
Director of Vocational-Technical Education
Clarke County School District
Administrative Offices
500 College Avenue
Athens, Georgia 30601
(404) 546-7721

	District Schools	Project Schools
Number of Schools	18	18
Grade Levels	K-14	K-14
Number of Staff	650	650
Number of Students	14,500	14,500

Years of Project Operation: 4

Number of Project Staff:

Project Funding:

State	$250,000
Local	$125,000
Total	$375,000

Definition of Career Education

A program integrated into all curriculum areas that provides for decision making in career planning, career preparation, and career progression. Because career education is built into every discipline, this district does not have a separate "career education project" but rather a career education focus to the instructional program.

Athens, Georgia

Goals

1. To provide each student with a career development education including the components of: a) self awareness b) career awareness c) career exploration d) career orientation e) pre-vocational and pre-career preparation f) career, vocational, and technical preparation and g) career or job placement.

2. To provide each student with assistance in making an intelligent career choice, with career preparation, and with career progression.

3. To prepare each student who leaves public school for work, vocational-technical school, or college.

Further, more detailed goals have been developed for students at each level of education.

The Project

Finances. Career education began in this district in 1970-71 with $200,000 in state funding and $100,000 in local funding. This year the project received $250,000 in state funding and $125,000 in local funding. Next year it will receive $300,000 in state funding and $150,000 in local funding. About 60 percent of project funding for this year was budgeted for salaries of school staff involved in career education. Fifteen percent was spent for curriculum materials, ten percent for compensation for school staff participation in training, and smaller amounts for other purposes.

Project Staff. This district does not have a separate project staff. Career education activities in the district are coordinated by the director of vocational-technical education. All of the schools in the district including a post-secondary vocational school are involved in career education. The director works with all school staff although he spend most of his time working with teachers, especially at the middle and high school level.

Training. The director and some of the school staff have conducted some training in the district. In addition, the district has conducted a student needs assessment based upon a plan provided by the State Department of Education. The district then contracted with local universities for staff development in the areas identified as priority needs. About 90 percent of the administrators, teachers, librarians, counselors, and subject matter specialists in the district have been trained. Training sessions have most frequently included workshops, the use of self-instructional materials, and group discussions with the director and school staff. Training sessions have placed a heavy emphasis upon orientation to career education and have also touched upon information about the world of work, the use of community resources, curriculum development, materials selection, and teaching techniques. About half of training time has been devoted to the creation of career development learning tasks for each age level. Most of the training has taken place in the summer or during school time. School staff received either payment or college credit for attendance. About 75 percent of the training material is locally developed. The remainder is drawn from both commercial and non-commercial sources. Seventy-five percent of the materials used in training are professional materials and the remainder are materials intended for students.

Public Information. The director most frequently shares career education information within the district by preparing news items for radio, television, and newspapers, and by speaking at meetings. This year he spoke at about 30 meetings. Information is provided for parents and employers and occasionally for community organizations and union leaders. The district has two advisory councils for career and vocational education. One is a 20-member lay citizens' council made up of parents, community organization representatives, employers, and union leaders. The other is a 25-member council of educators including central office staff, principals, teachers, librarians, guidance counselors, and subject matter specialists. The director also disseminates information outside the district by attending meetings and sending locally-developed curriculum materials upon request.

The School Instructional Program

Staff. Regular classroom teachers and guidance counselors provide career education instruction in this district. In the middle school, there are also specially designated career education teachers who teach a two-year required course in career exploration. About 90 percent of the school staff at the elementary, middle, and high school levels actively participate in career education. In addition, about 10 percent of the post-secondary staff participate.

Content. Drawing upon both national and state publications, the district has developed broad student goals for the career education program as a whole and more specific student objectives by grade level. The career education curriculum deals with the total citizen including the aspects of work, leisure, economics, and citizenship as important elements. It contains vocational education. It also includes an emphasis on individual career planning in line with specific goals and objectives.

Methods. The methods used to teach about career education differ from those used to teach about other matters. They include greater use of student projects, hands-on experiences, concrete learning experiences, and testing and review. There is a strong emphasis on the humanistic approach to teaching. In addition, the district stresses the experiential mode of learning and places a heavy emphasis on laboratory learning. At the elementary level career education is integrated into the areas of reading, arithmetic, science, social studies, art, music, and physical education. At the middle school level a separate career exploration course is required for all seventh and eighth graders. At the high school level career education is integrated into the subject areas of language arts, math, and social studies for all students. Gifted students in the ninth and tenth grades can elect introductory career education courses.

Curriculum Materials. About 75 percent of the instructional materials used in career education are locally developed. The remainder come from commercial and non-commercial sources. Materials are distributed across all grade levels, and about half are for students and half for teachers. About half of the materials are in print and the remainder are audiovisual materials, primarily slide-tape presentations.

Community Resources. The school staff has published a catalog of speakers, trips, materials, student work sites, and school staff work sites. In each elementary school, the head teachers of grade level teams arrange for trips and speakers. In the middle school the head career exploration teacher makes these arrangements. Each high school has a full-time job placement coordinator who works with the Labor Department. This person receives a print-out of locally available jobs in 75 classifications and arranges for work sites.

Evaluation

Internal Evaluation. An internal evaluation focused primarily upon financing and curriculum materials services, but also included an evaluation of staff, number of schools served, populations served, staff training, use of community resources, and public information. It also included an evaluation of the acceptability of career education to all concerned groups, the extent and quality of implementation, and the effect of career education on pupil learning and behavior. The evaluation was based upon questionnaires administered to staff, students, and the community, as well as a review of project records and products.

External Evaluation. Both a university and the lay public advisory council conducted external evaluations. All of the aspects mentioned above were included in the study. Evaluators used interviews and observations as well as questionnaires and a review of documents to obtain findings. They consulted staff, students, and the community, and examined project records and products.

Materials

1. Goals and objectives for career and vocational education for the elementary, middle, secondary, and post-secondary schools.
   Print, 20 pages, and slide-tape, one hour, intended for all educators, parents, and lay groups.
2. Curriculum guides for elementary self and career awareness, for middle school career exploration, and for secondary career orientation programs.
   Print, 100 pages each and slide-tape, 10 hours each, intended for all teachers and students, grades K-14.
3. A Job Placement Manual
   Print, 100 pages, intended for students grades 9-12.
4. A guide to the career evaluation center.
   Print and slide-tape, intended for post-secondary students.

Athens, Georgia

An Idea That Worked

A Coordinated Vocational and Academic Education (CVAE) Program is provided for disadvantaged and handicapped students in the ninth and tenth grades. Students who are most likely to drop out of school are selected for this program. They take special courses in math, English, and vocational education which are designed with an emphasis on career education and which offer preparation for semi-skilled jobs. These courses are taught in the regular schools by teachers with special State certification as CVAE coordinators. If students elect to remain in school they return to regular classes after the tenth grade. For those who drop out, coordinators also handle placement.

Another Idea That worked

The district also has a post-secondary vocational-technical school. Seniors, graduates, and the public are all eligible for this school. All who enter go through a three day career evaluation which stresses self-awareness, career exploration, and career choice. Students plan a career program then enter one of 32 existing skilled occupational areas for one to two years of training. In this same center, disadvantaged and handicapped students can enter a six-week career education program then select one of 20 semi-skilled occupation areas for a six-week training course.

CAREER EDUCATION FOR RURAL GEORGIA
Crisp County School System
Cordele, Georgia

District and Project Information: 1973-1974

District Population: 31,000

Type of Area: Rural

Students' Background: 52% Black
48% White

Annual Family Income:

Contact Person:

Mr. W. Harvey Kitchens
Project Coordinator
Crisp County School System
Box 729
Cordele, Georgia 31015
(912) 273-1611

	District Schools	Project Schools
Number of Schools	6	10
Grade Levels	K-12	K-12
Number of Staff	207	162
Number of Students	4,666	3,757

Years of Project Operation: 1

Number of Project Staff: 1

Project Funding:
Federal $71,000

Goals

1. To become aware of self-characteristics related to career development.
2. To develop awareness of the psychological, economical, and sociological aspects of work and of careers.
3. To develop career decision-making knowledge and skills.
4. To develop an understanding of the relationship between academic work and career preparation, and to progress in personal career preparation.
5. For the pupil to attain educational and/or occupational placement appropriate to his developmental stages and level of competency.

The Project

Finances. The career education for rural Georgia began in January, 1972 with Part C funding of $104,000 for 18 months. Funding for 1973-74 was $30,000 from Part D funds.

Project Staff. The coordinator is the only full-time project staff member. The coordinator works with administrators, counselors, and instructors in facilitating the career education project.

Cordele, Georgia

Training. The participating teachers were trained in several ways. Local workshops, college workshops and seminars, visits to other sites, and inservice workshops on the local level were all included in training.

Public Information. The local daily newspaper is the primary source of public information. Career education instructors and other personnel have civic club programs throughout the year. A career education steering committee, composed of a cross section of the community, serves as an information group for the community.

Visitors from other systems carry the project activities to other rural systems. State Department of Education personnel, and Regional HEW personnel carry information to other systems.

The School Instructional Program

Staff. The career education program is carried out by the classroom teachers. Counselors, administrators, and coordinators are available to help the teachers. All teachers in the participating elementary school (K-4) were involved in the career education project. Twelve teachers in grades 5-6, two teachers for PECE (Program of Education and Career Exploration) at grades 7 and 8, one mini-pre-vocational teacher for Home Arts and one teacher for World of Construction were involved. Six ninth grade teachers participated, four for coordinating career education with academic classes, one pre-vocational teacher in the World of Manufacturing program, and one CVAE (Coordinated Vocational and Academic Education) teacher. In grades 10 through 12 seven academic teachers served as coordinating teachers with the CVAE and the FEAST (Food Education Service Training) programs. All vocational and trade and industrial teachers were part of the career education program.

Curriculum Materials. The majority of the teaching materials are teacher developed. Career and self-awareness units are used by teachers in grades K-6. Interlocking and fusion methods are used in grades 7-12. A few acceptable commercial materials are available but must be screened very closely.

Community Resources. The community is the most important learning source we have. Visits to various work and service facilities, visits from personnel in these areas, and personal conferences between students and workers or professionals are the basis of the program. Students in PECE program work in the community for several hours per week in varied work roles, CVAE students work at jobs for part of the school day, FEAST students, distributive education, vocational office training, and many trade and industrial students work during or after school at jobs selected to give them a variety of work experiences.

Evaluation

The project is evaluated by a third party evaluator, the University of Missouri.

CAREER EDUCATION FOR RURAL GEORGIANS
Liberty County Schools
Hinesville, Georgia

District and Project Information: 1973-1974

District Population: 18,000-20,000

Type of Area: Rural

Students' Background: 50% White
49% Black

Annual Family Income: 60% $5,000-9,999
20% Under $5,000

Contact Person:

Mr. John Ray Bouchillon
Career Education Project Director
Post Office Box 651
Hinesville, Georgia 31313

(912) 876-3662

	District Schools	Project Schools
Number of Schools	5	5
Grade Levels	1-12	1-12
Number of Staff	150	150
Number of Students	2,800	2,800

Years of Project Operation: 3

Number of Project Staff: 3 Full-time

Project Funding:

Federal VEA	$75,000
Total	$75,000

Approach to Career Education. The career education program in this district is designed to help the student pick his life work and begin on a path to it. The project staff have worked with the independent evaluator and representatives of the State Department of Education to develop project goals. These include increasing students' self-awareness, decision making ability, knowledge of career options, and specific skill training. The major emphasis of the curriculum is economic man. Teachers use career education as a motivator for students by relating subjects they teach to eventual careers. At the elementary level there is an attempt to infuse career education into all subject areas, although thus far, less career education instruction occurs in art, music, physical education, and other special classes than in regular subject areas. At the middle school level career education is taught as a separate course. In the ninth grade, career education is infused in all subjects for selected students. In grades 10-12 career education is infused in the vocational program only. In past years, vocational education teachers have brought much job information regarding career ladders, apprenticeship programs, and salary and benefit information into their curriculum. The career education program has continued to build upon this base. In teaching career education, teachers make frequent use of guest lectures, discussions, student projects, hands-on experiences, field trips, and worker interviews. They also convey career education through materials which they have adapted to this use.

Project Staff. The project employs a director, a job placement coordinator, and a career education coordinator, all full time. The project staff serve as resource persons for teachers in the district. They spend most of their time working with staff at the middle and high school levels but also assist elementary school teachers. They also spend some time working directly with central office staff and with the community. In addition, they meet with an 11-15 member advisory committee composed of students, parents, employers, and the public.

School Staff. In this project, regular classroom teachers carry out career education instruction. About 20 percent of the teachers at each grade level are actively participating in career education and the project staff are working to increase this number.

Training. Soon after the beginning of the project, school staff received training at a nearby university. Since then, consultants from the university have conducted on-site training with the help of project staff and local school staff. Most of the staff in the district have received an orientation to career education. Forty percent of the administrators and 20 percent of the teachers, librarians, and counselors have received ten or more hours of training. Training has focused on teaching techniques and ways to infuse career education into existing curriculum and lesson plans. Sessions have also included information on management techniques. Project staff have participated in workshops and discussions with teachers and have helped teachers understand how to use project staff as resource persons. Most training has taken place during the summer and teachers have been paid to attend. Most of the materials used in training are non-commercial materials intended for teachers.

Community Resources. The project staff frequently arrange for speakers and community trips for students. In addition, the job placement coordinator arranges for student work sites.

Curriculum Materials. About 60 percent of the curriculum materials used in the district are materials developed or adapted by school staff. The remainder are commercial or non-commercial materials which the project staff have identified for purchase. Most of the materials used in the district are materials intended for teachers and most are in print.

Materials produced by the project are described below:

1. Sixteen Career Education Resource Units
   Print, 3-4 pages each, intended for teachers, grades 1-6.
2. Career Education Resource Units in Science
   Print and audiovisual, 5 pages and 10 minutes each, intended for teachers, grades 8, 10, 11, and 12.
3. Two Bibliographies of Career Education Materials
   Print, 20 pages each, intended for teachers and administrators, grades 1-12.

Hinesville, Georgia

An Idea That Worked. High school students studying the para-medical career cluster demonstrated what they had learned to fourth grade students in the district. The high school students were motivated to study the subject more thoroughly in order to prepare a presentation. They also found that they enjoyed working with younger children. The fourth grade students in return, learned much about the subject and felt less fearful of doctors and medical examinations. Other teachers in the district are now planning projects in which high school students will work with younger children in career education.

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CAREER EDUCATION AT KAIMUKI HIGH SCHOOL
Honolulu School District
Honolulu, Hawaii

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Suburban

Students' Background:

Annual Family Income:

Contact Person:

Mr. Herbert T. Imanaka
Principal
Kaimuki High School
2705 Kaimuki Avenue
Honolulu, Hawaii 96816
(808) 732-7711

	District Schools	Project Schools
Number of Schools	64	1
Grade Levels	K-12	10-12
Number of Staff		98
Number of Students		2,000

Years of Project Operation: 1

Number of Project Staff: 1 Part-time

Project Funding:
Federal VEA $5,248

Approach to Career Education. This is a structured course in a laboratory type setting with emphasis on personalized instruction as each student is encouraged to pursue studies in accordance with his or her own interests and needs. The purpose is to provide the students a foundation on which they will be able to choose and secure practical and obtainable jobs and careers. Enrollment is voluntary and open to any student during his study hall period. Students have the option to withdraw at any time or extend enrollment (normally one school quarter) depending on their interest and achievement of course objectives.

Project Staff. The class is conducted by one half-time teacher. The teacher spends 80 percent of her time with students and 20 percent in teaching related functions, such as securing and cataloging materials.

School Staff. General information regarding jobs and careers is handled by the school counselors. They provide a program of guest speakers and group guidance sessions.

Training. Seminars and workshops are offered by the district and state level offices. The university also provides credit courses in career education.

Community Resources. The student council arranges for weekly or bi-weekly guest speakers representing various occupations. The business and industrial arts departments offer work experiences in related fields for credit and pay.

Honolulu, Hawaii

Curriculum Materials. The state-wide curriculum guide covering grades K-14 was developed by the state office. The instructional materials for use by students were developed on the school level. These materials include learning packets, a pre- and post-course test, a course evaluation questionnaire for students and alternative-to-learning packets which are basically study guides in outline form. The course relies heavily on resource materials which are secured through commercial sources or solicitations.

Materials produced by the project are described below.

1. 20 Learning Packets.
   Print, one page, intended for students, grades 10-12.
   Lists the main idea, objective, and activities.
2. Entry Level Job -- Hotel Industry.
   Slides and tapes, 10 minutes, intended for students, grades 10-12.
3. Colleges and Universities in the State of Hawaii.
   Slides and tapes, 10 minutes, intended for students, grades 10-12.
4. Trade and Technical Schools.
   Slides and tapes, 10 minutes, intended for students, grades 10-12.

An Idea That Worked. The project presents a learning situation in which students enroll voluntarily and remain for as long as they feel it is beneficial to prepare them for a career.

CAREER DEVELOPMENT: INTERMEDIATE LEVEL
Palolo Valley Area, Honolulu District
Honolulu, Hawaii

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Urban

Students' Background: 60% Oriental
40% Other

Annual Family Income:

Contact Person:

Mr. Richard Matsuwaka
Career Development Intermediate Level
Jarrett Intermediate School
1903 Palolo Avenue
Palolo Valley
Honolulu, Hawaii

(808) 732-7728

	Area Schools	Project Schools
Number of Schools	4	1
Grade Levels	K-9	7-9
Number of Staff		40
Number of Students		750

Years of Project Operation: 4

Number of Project Staff: 1 Part-time

Project Funding:

Federal	$7,000
Total	$7,000

Approach to Career Education. The staff of the Jarrett Intermediate School have worked during summers to develop a guidance curriculum for students in grades 7-9 which will eventually be used in all intermediate schools in Hawaii. The curriculum is used in an elective Career Development Course. During the first year of project operation the staff developed a guidance curriculum guide and piloted it. After revising the guide they developed Supplementary Learning Activities to enhance the original guide. Students who choose the Career Development Course work at their own speed on individualized learning packets in the areas of self-appraisal, occupational exploration, and educational planning. This course precedes vocational education. The guidance curriculum was used by 19 intermediate schools in Hawaii this year, will be used by 21 schools next year, and by school year 1977-78 will be used in all 46 intermediate schools in Hawaii.

Project Staff. This project operates during the summer and employs full-time intermediate school staff to develop materials. The project is directed by an instructor from the school.

School Staff. The career development course is taught during the school year by specially designated "career development" classroom teachers.

Training. The project staff with help from consultants from other school districts have conducted training during the summer. Workshops and demonstrations have emphasized curriculum development and teaching techniques. About three-fourths of the materials used in training are locally developed and the remainder are obtained from commercial publishers.

Community Resources. Arrangements for the use of community resources are made by the career development teachers.

Curriculum Materials. About three-fourths of the career education instructional materials used in the district are locally developed. The remainder are purchased from commercial publishers. About 90 percent of the materials are junior high school teacher materials. About 65 percent are in print and the remainder are audiovisual.

Some materials produced by the project are described below:

1. Guidance Curriculum Guide: Career Development
   Print, 257 pages, intended for teachers, grades 7-9.
2. Supplementary Learning Activities for the Guidance Curriculum Guide: Career Development.
   Print, 150 pages, intended for teachers, grades 7-9.

FAST (FOUNDATIONAL APPROACHES IN SCIENCE TEACHING)
University of Hawaii Laboratory School *
Honolulu, Hawaii

State and Project Information: 1973-74

State Population: 100,000-499,999

Type of Area: Rural, Small town, Urban, and Suburban

Students' Background:
48% Oriental
40% White
12% Other

Annual Family Income:
50% $ 5,000- 9,999
30% $10,000-14,999

Contact Person:

Dr. Francis M. Pottenger III
Director
FAST
University Laboratory School
1776 University Avenue
Honolulu, Hawaii 96825

(802) 948-7863

	State Schools	Project Schools
Number of Schools		60
Grade Levels	K-12	7-9
Number of Staff		180
Number of Students		45,000

Years of Project Operation: 7

Number of Project Staff:
4 Full-time
5 Part-time

Project Funding:

State	Laboratory School	$100,000
Total		$100,000

Approach to Career Education. FAST is a curriculum development project in science which is based at the University of Hawaii Laboratory School but serves all schools in the state which include grades 7-9. In addition to developing materials, the project also provides training and dissemination throughout the state. Project staff are currently developing curriculum materials which combine ecology and career education. Materials are designed for regular students of all ability levels and some have been modified by teachers for use with mentally retarded students.

Project Staff. The project employs a director, six research assistants, and two editorial assistants. The director, three of the research assistants and one of the editorial assistants work part-time for the project. Other staff members are all full-time. The project staff serve all 60 schools in the state which include grades 7-9. The project staff spend over 80 percent of their time in curriculum development. Much of the remainder of their time is spent with junior high school staff although they do work directly with representatives of the community and have some contact with central office staff.

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* This project is based at the University Laboratory School but serves the entire state.

School Staff. Classroom science teachers in grades 7-9 use the materials created by this project. About 90 percent of these teachers are actively involved in career education.

Training. Initially project staff provided training for all schools using their materials. Now local school staff are able to provide training for others. All junior high school administrators in the state have been oriented to career education and 90 percent of the junior high school science teachers have received 60 hours of training. Training has emphasized the use of curriculum materials but has also provided information on the use of community resources, teaching techniques, and curriculum development. Training has included workshops, group discussions with project staff, and field trips. Training sessions have taken place after school, on weekends, and during the summer. Initially teachers were paid to attend training but now they may register for college credit. All of the materials used in training have been developed by project staff. The staff currently spend about 15 percent of their time in training and dissemination activities. They plan to increase this amount and by 1975-76 they will spend all of their time in this area.

Community Resources. The project staff have compiled resource guides for teachers. As the area served is so large, arrangements for use of specific community resources are made by each individual school.

Curriculum Materials. The project staff have developed the following materials:

1. *FAST I Teachers Guide*
   Print, 400+ pages, intended for science teachers, grade 7.
2. *FAST II Teachers Guide*
   Print, 300+ pages, intended for science teachers, grade 8.
3. *FAST III Teachers Guide*
   Print, intended for science teachers, grade 9.

PRE-INDUSTRIAL PREPARATION PROGRAM *
Konawaena School Complex **
Kealakekua, Hawaii

Complex and Project Information: 1973-1974

Complex Population: 14,000

Type of Area: Rural

Students' Background:
30% Hawaiian and Part Hawaiian
30% Oriental
20% White
18% Filipino

Annual Family Income:
40% $ 5,000- 9,999
35% 10,000--14,000

Contact Person:

Mr. Ichiro Shikada
Vice Principal
Konawaena High School
P.O. Box 698
Kealakakua, Hawaii 96750

(808) 323-3260

	Schools	Project Schools
Number of Schools	6	1
Grade Levels	K-12	10-12
Number of Staff	175	14
Number of Students	3000 +	250

Years of Project Operation: 5

Project Funding:

Number of Project Staff: (See narrative)

Approach to Career Education. As students elect to enter a vocational education program in the tenth grade, those with deficiencies in academic areas or with low motivation are selected for the Pre-Industrial Preparation Program. The interest and motivation these students feel in the vocational education areas are used as a vehicle to upgrade their basic academic skills. The English, math, and science teachers are teamed with the vocational education teacher to plan and implement an interdisciplinary program in the academic classes. The goal of this program is to help students attain sufficient academic skills to return to regular academic classes. Students may be transferred into this program or back to regular academic classes at any time during grades 10-12. The teaching teams work together in this program to integrate vocational education into each academic area. For example, if a student has selected vocational agriculture and is studying plant cultivation the science teachers may teach about the different parts of a plant and the English teacher may draw upon these lessons for vocabulary and spelling content.

Project Staff. No separate project staff exists in this schoo[illegible]

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*This program, which exists in many high schools in Hawaii, is described here as it operates in one school.

** In Hawaii a high school and its feeder schools form a complex within the State Department of Education.

School Staff. Instruction in the Pre-Industrial Preparation Program is carried out by teams of teachers, usually one from vocational education, one from English, one from science, and one from math. These teams serve students in grades 10-12 who have selected a vocational education area, and who are deficient in basic academic skills or motivation. About 14 teachers participate in this program and about 250 students are enrolled at any one time.

Training. The teachers in this program have received training from representatives from the State Department of Education during two week summer sessions. Many training materials have been developed by the state for this program. Using these materials, training has focused on helping teachers work well together as a team, develop an integrated curriculum, and find teaching techniques which will retain the interest of students. During the sessions, teachers attend workshops, visit other projects, and have group discussions with State Department staff. Teachers are not paid to attend training, but do receive travel expenses.

Community Resources. Teachers in this program frequently arrange for speakers, materials, student trips, and work sites for students in the community.

Curriculum Materials. About half of the materials used in the program are developed by the State Department of Education or adapted by teachers in the project. The remainder are commercially published. About half of the materials are in print and about half audiovisual. About 80 percent of the materials used in the program are intended for teachers and the remainder are materials intended for students.

Some materials which have been produced by the Hawaii State Department of Education and which are used in this project are described below:

1. Pre-Industrial Preparation Program Handbook
   Print, 120 pages, intended for teachers, grade 10-12
2. Behavior Description Scale, Vo-tech Programs
   Print, 15 pages, intended for teachers, grades 10-12.
   To be used by teachers in rating students at the beginning and end of each school year.
3. A Conceptual Framework for a Career Development Continuum K-14 For Hawaii's Schools
   Print, 27 pages, intended for teachers, grades K-14
4. Hawaii Career Development Continuum Curriculum Guide
   Print, 250 + pages, intended for teachers, grades K-14.

An Idea That Worked. The team approach used in this program requires great attention to the compatibility of teachers who must work very closely with one another. In identifying teams, school administrators have given careful consideration to the selection of vocational and academic teachers who are able to coordinate their planning and who enjoy working together in this type of program. As any problems which arise in this area are handled immediately, each team has functioned effectively and has been able to provide a well-correlated program for students.

BINGHAM COUNTY DEVELOPMENTAL CAREER EDUCATION-AWARENESS, EXPLORATION & PREPARATION

Bingham County Schools
Blackfoot, Idaho

District and Project Information: 1973-1974

Contact Person:

Bert W. Nixon
Career Education Director
Route 2 Box 249-A
Blackfoot, Idaho
(208) 684-3388

District Population: 10,000

Type of Area: Rural

Students' Background: 84% White
10% American Indian
6% Other

Annual Family Income: 50% $ 5,000- 9,999
20% 10,000-14,999
15% Under $5,000
8% 15,000-19,999
7% 20,000 or more

	District Schools	Project Schools
Number of Schools	26	26
Grade Levels	K-12	K-12
Number of Staff	500	80
Number of Students	10,000	6,000

Years of Project Operation: 1

Number of Project Staff: 5 Full-time

Project Funding:

Federal VEA Part D	$110,000
Local	6,000
Total	$116,000

Approach to Career Education. The project staff serve as facilitators in conducting workshops for teaching career concepts and implementation processes. One staff member operates a Mobile Career Exploration Center; one operates a Mobile Simulated Office. Project personnel have also provided summer workshop training in career education for school staff. On the elementary school level, the approach to career education concentrates on the "goods and services" cluster, making use of the family and the community in teaching career awareness. In higher grade levels, emphasis is on decision making, both theoretical and realistic, and on selection of an occupational cluster for in-depth study by investigaiton, ovservation and hands-on experience. The goal is for students to obtain proficiency in specific skills needed to enter and succeed in the occupation of their choice. It is expected that by the end of the third year of the program, 60 per cent of the students in grades K-12 will have had some career awareness, exploration and preparation activities, and all graduating seniors will be placed in either a job, a post-secondary occupation program, or a baccalaureate program. Special attention is given to handicapped students.

Project Staff. The project staff consist of five full-time members. The director coordinates the total project. An Office Simulation Teacher spends all her time in the mobile office (which simulates a mortgage and loan office.) A Guidance Coordinator divides her time between placement activities and the staffing of the Mobile Career Exploration Center, which is also manned by a full-time aide. There is also a project secretary.

School Staff. Instruction is provided by teachers in the classroom, with some assistance from counselors at the secondary level. Teachers also carry considerable guidance responsibility. A building coordinator assists the principal in planning a monthly inservice lesson or experience and reporting the monthly activities of each teacher to the Director. 20 percent of the teachers participated during the first year, 40 percent the second year and 60 percent the third year. Neighboring teachers observe and learn from those actively involved in preservice and inservice workshops. All counselors and administrators became involved at the beginning of the second year of the project.

Training. Summer inservice and preservice training of school staff consisted of a two-week career workshop. The workshop was conducted by the program staff with the help of outside experts in "change strategy", "Group Dynamics" and "Writing Activities for Career Education" (awareness, exploration and preparation). 20 percent of the school staff were involved each year. Emphasis of the workshop was on career concepts and commitment; writing career activities; how to implement career education in the classroom and community; and, career guidance in the classroom. A large variety of materials from other projects were used as samples, and the teachers were encouraged to write their own materials.

Community Resources. In a workshop situation it was arranged for 100 teachers, counselors and administrators to visit local businesses and seek information on how the business can assist the school in career education. Volunteer businessmen then offered a variety of services and opportunities for students: visits to the places of work as for-site observation; hands-on experience for the junior and senior high students; cooperative work situations for students of grades 11-12; summer jobs; and/or resource speakers for all grade levels.

Curriculum Materials. Curriculum materials were locally developed by teachers, counselors and administrators for use by teachers and counselors for grades K-12. Materials include a print guide for implementing career education, and 92 activity-oriented career education units covering a wide variety of career areas and grade levels. The more unique curriculum materials are two mobile education units, the Simulated Office Unit and the Guidance Resource Center.

Materials produced by the project are described below:

1. Guide for Implementing Career Education Into the Local Curriculum
   Print, intended for teachers.

2. Activity Oriented Career Education Units
   Print, 92 pamphlets, intended for students and teachers, grades K-12.

3. B.O.P. Inc. Simulated Office Program
   Mobile van, intended for students, grades 9-12.

4. PACE Center (Programmed Activities for Career Exploration)
   Mobile van, intended for students, grades 9-12

Blackfoot, Idaho

An Idea That Worked. A mobile simulated Mortgage and Loan office was constructed. It would station itself at a high school, and students enrolled in the office occupation classes would "work" in the office for about six weeks. All aspects of the "work" simulated the real world. First the students were interviewed by business and school personnel who have held positions in which they interviewed prospective employees. Then the students received orientation to their jobs, completed tax withholding forms and went to work. The teacher served as president of the company. One student functioned as the "outside world" via telephone calls and correspondence. The experience was like working in an office in every respect except for the hours: the students worked only two hours per day.

CAREER EXPLORATION RESEARCH AND DEVELOPMENT PROJECT
BOISE INDEPENDENT SCHOOL DISTRICT #1
Boise, Idaho

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Urban

Students' Background: 97% White

Annual Family Income: 82% $ 5,000-19,999
9% $20,000 or more
9% Under $5,000

Contact Person:

Mr. George Washburn
Career Development Specialist
Boise Independent School District
1207 Fort Street
Boise, Idaho 83702
(208) 336-1370

	District Schools	Project Schools
Number of Schools		
Grade Levels	K-12	K-12
Number of Staff		
Number of Students		

Years of Project Operation: 4

Project Funding:

Number of Project Staff: 15 Full-time
4 Part-time

Approach to Career Education. The approach to career education implementation focuses on meeting the school board's adopted goals in a variety of ways. The district is locally fuding most of the career education project. It receives approximately 10 percent of its funds for the senior high school skill training components from the State Department for Vocational Education. The program aims to improve students' career awareness and preparation. Teachers are given inservice training and are encouraged to develop their own career education materials. Community resources are regularly used. The project goals include developing in pupils positive attitudes about the personal and social significance of work; developing within each pupil a positive self-concept; expanding students' occupational awareness and realisitc aspirations; and improving overall pupil performance in 80 percent of the students by focusing on career education theme throughout the curriculum. At the senior high school level the project goals are to give students specific skill training and related exploration opportunities; to test the feasibility of the skill center concept, performance contracting, and expansion of the existing programs; to develop specific curricula in selected cluster areas; to establish and test related transportation systems; to collect and validate data relating to the specific training program; and to include ongoing and terminal evaluations. The senior high school program is community based and draws upon local resources for instruction in business occupations, health occupations, food service, mechanical and repair skills, and other services like data processing, police science, cosmetology, pre-law, and natural resources.

A specialized program focusing on meeting the needs of E.M.R. students exists. The name of the program is "Pre-Vocational Academic Survival Skills". It focuses on home living skills, home mechanics, relations with others, and self-awareness. An effort to upgrade career guidance has been undertaken jointly by the Career Education Department and the Department of Pupil Personnel Services. Career guidance is one aspect of the district's guidance counselors' duties. The emphasis in the Career Education Department is to provide the counselors with the services needed to help expose each student to his/her career related aspect. The services provided included: equipment and material in a center within the secondary schools for student, teacher, and counselor use; materials for elementary teachers and counselors and for group and individual use; delivery of materials and equipment to schools upon call; inservice workshops, classes, and speakers to keep counselors and teachers abreast of national trends; placement services for students and graduates; and follow-up services.

The guidance and counseling component is an important element of career education at all grade levels. This component focuses on meeting major goals for career planning and decision making, education, work and leisure alternatives, and life styles and personal satisfaction.

It must be pointed out that each advanced component includes all elements of the previous level, but at a more sophisticated level. The guidance-counseling component is an umbrella that embraces all the other components. It is focused on the affective domain portion of the students' education while the other components are primarily focused on cognitive and psychomotor skills.

Project Staff. The project now employs 15 persons on a full-time basis and four persons on a half-time basis. The full-time staff includes a career education supervisor, a career development specialist, a career education assistant, a health occupations coordinator, a food service coordinator, a mechanical and repair coordinator, a business occupations coordinator, several teaching assistants in each of the preceding areas, a career awareness coordinator, and a placement program counselor. The part-time staff include the project director, an aide, and two instructors.

School Staff. At the elementary level, the career education instruction is carried out by the classroom teachers with the career development specialist and the career awareness coordinator providing resources, inservice, and coordination of the program. The elementary guidance counselors assist directly in the career education effort. There are 485 elementary teachers in the district. All have the opportunity to participate in the 1974-75 school year. At the junior and senior high school level, the implementation of career education is in its beginning stages.

Training. Most of the teacher training in the district is provided by the career education staff with some fiscal assistance from the U.S.O.E. and the State Department of Vocational Education. The primary purpose of the training is to provide an introduction to career education and train teachers to adopt or develop career education curriculum materials.

Boise, Idaho

Community Resources. The district conducted a needs assessment to determine the availability of community resources to the career education effort. The use of the community has proven to be one of our strongest points. This is especially true in the secondary skill training program where off-campus skill training is extensive.

Curriculum Materials. Curriculum materials are both locally developed and purchased from commercial sources. The locally developed materials are produced by teachers. We have extensive materials for grades one through six but few for grades seven through nine. Most of the materials are in print.

CAREER GUIDANCE, COUNSELING, AND PLACEMENT *

Nampa School District
Nampa, Idaho

District and Project Information: 1973-1974

District Population: 27,000

Type of Area: Rural

Students' Background: 85% White
10% Mexican American

Annual Family Income: 50% $ 5,000- 9,999
20% $10,000-14,999

Contact Person:

Mr. Dale Thornsberry
Program Coordinator
Career Guidance, Counseling, and Placement
Nampa Senior High School
203 Lake Lowell Avenue
Nampa, Idaho 83651

(208) 466-8921

	District Schools	Project Schools
Number of Schools	13	
Grade Levels	1-12	
Number of Staff	3,000	
Number of Students	6,000	

Years of Project Operation: 1 year of planning

Number of Project Staff: 1

Project Funding:
Funded as part of local school program

Approach to Career Education. This district has begun planning for development of a Career Guidance, Counseling, and Placement Program. Program development will begin in the summer. The program will focus on career guidance and counseling activities to be carried out by teachers. Through in-service training, teachers at all grade levels will learn to adapt and modify their regular curriculum content so as to include major concepts of career awareness, decision making skills, leisure time, and attitudes and values. Teachers will be provided with materials and guidelines and will receive training in techniques for infusing these concepts in their instruction. Eventually career education will be infused in all subject areas at all grade levels.

Project Staff. One of five guidance counselors in the high school serves part time as coordinator of this project. He has been responsible for planning thus far and will continue developmental efforts.

School Staff. Teachers and guidance counselors throughout the district will eventually be involved in career education instruction.

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* The project described represents only one part of career education activities in this district.

Training. The project staff and some local school staff and consultants will begin training next year.

Community Resources. No plans have been made as yet regarding the use of community resources.

Curriculum Materials. The project coordinator has developed a basic guide to career education for the district. He has also been working with a career education advisory committee to establish student goals for the project. This year he will work with teachers to prepare them to adapt and create curriculum materials for use in their own classrooms.

WORLD OF WORK PROJECT
Nampa School District 131
Nampa, Idaho

District and Project Information: 1973-1974

Contact Person:

Ms. Ellen Howard
Resource Specialist
Roosevelt School
1215 12th Avenue South
Nampa, Idaho 83651
(208) 466-1261

District Population: 27,000

Type of Area: Rural and Light Industry

Students' Background:
85% White
10% Mexican-American
5% Oriental

Annual Family Income:
50% $ 5,000 - 9,999
20% $10,000 - 14,999
20% $15,000 - 19,999
10% Under $5,000

	District Schools	Project Schools
Number of Schools	13	3
Grade Levels	K-12	K-5
Number of Staff	300	42
Number of Students	6,000	844

Years of Project Operation: Begins September 1974

Project Funding:
Federal $45,000

Number of Project Staff: 3 Full-time

Approach to Career Education. The project will provide materials, personnel, and activities to enhance the exploration of careers. It will involve the community and parents as worker-resource persons. Teacher competency will be increased by inservice training and team-teaching with the project's resource specialist. Visual literacy, motivational techniques and hands-on experience will be the focus of most teaching units. The students will produce slide tape productions depicting their experiences in the world of work and these productions will be used in two ways: as curriculum tools for the school district and as public relations tools for the business community. There will be 42 classrooms (grades K-5) involved and they will include one kindergarten and two special education-trainable classes. Fifty-five percent of the students are considered disadvantaged.

School Staff. Participating teachers will implement career education units with the assistance of an aide. They will be team-teaching with the resource specialist as well. As each teacher gains confidence, the resource specialist will move on to assist another teacher.

Training. In each target school, at least one teacher at each grade level will attend a two-credit career education class offered by Boise State University during the summer of 1974. Inservice training will be held for all participating teachers as needed throughout the year. Other teachers will also be invited to these sessions. The primary goals of the teacher training programs will be to develop the philosophy behind career education and to train teachers in the use of visual literacy techniques.

Community Resources. Community resources will be used in field trips and classroom demonstrations. The resource specialist will make these arrangements as needs arise.

Curriculum Materials. Visual literacy techniques have been developed already and other materials will be produced as the program continues.

An Idea That Worked. During the 1973-74 school year, an experimental program, involving one class at the fifth grade level, previewed techniques that will be used again in the 1974-75 career education program. With the cooperation of a local gas company, one large field trip was arranged for the whole class and seven mini-field trips were offered for smaller groups within the class. The students used cameras and tape recorders as they inspected everything from pipe lines to office procedure. Later, in groups of seven or eight, they prepared their material for presentation and followed up with intense and productive study in language arts, social studies and mathematics. The students were extremely interested and the project, which was planned for one semester's work, could easily have continued for a year.

POLARIS PROJECT
Potlatch School District
Potlatch, Idaho

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural

Students' Background: 97% White

Annual Family Income: 50% $10,000-14,999
25% $15,000-19,999
15% $ 5,000- 9,999
8% $20,000 or more

Contact Person:

Mr. Gerald Stutz
Project Director
Potlatch High School
District #285
Potlatch, Idaho 83855
(208) 875-3411

	District Schools	Project Schools
Number of Schools	1	1
Grade Levels	K-12	K-Adult
Number of Staff	30	30
Number of Students	2,000	2,000

Years of Project Operation: 1

Number of Project Staff: 2 Full-time
2 Part-time

Project Funding:

Federal	$42,000
ESEA	35,186
Local	10,000
Total	$87,186

Approach to Career Education. The first year of the project the director visited each home of the seniors conducting a needs assessment and explaining the program. From these visits came ideas for many of the program activities. The juniors spent one class period per day for one semester participating in self-awareness activities. The seniors spent two class periods daily for the entire year covering the complete spectrum: self-awareness, environment awareness, career exploration, decision making, job success skills, communication skills, and goal setting. The methods used included activity sheets, group discussion, field trips, writing for information, businessmen coming to class, work experience, and many other hands-on experiences. Fifty percent of the materials were developed by the project staff. The hub of the program was the guidance the students received. Besides the help during class time, students were scheduled for regular interviews and evaluations. The second year of the program will include grades 9-12. The freshmen will participate in the Satellite Career Program. The sophomores, juniors, and seniors may sign up for the career-communication class structured around project-developed booklets entitled "Who Am I," "Why Am I Here," "Where Am I Going," and "How Do I Get There". There will also be booklets developed that cover job success skills and communication skills.

Project Staff. The staff included a director, who also taught the career classes and did counseling; an assistant director, who taught the communication skills class and did counseling; an aide; and a part-time secretary.

School Staff. No school staff actively participated in the project. The official school counselor is somewhat involved with the testing program and has been willing to learn and help.

Training. Training was conducted by the director of the project staff. Periodic workshops and weekly evaluations were held. The director received his training by participating in other career education projects.

Community Resources. The director spent most of the first summer visiting the homes of each senior conducting a needs assessment and finding out what each parent had to offer the program. The director also visited community businessmen seeking their help and advice. Many of these businessmen came to the school and spoke to the students. (There was a guest speaker each Friday.) Students also paid visits to most of the businesses as work experience sites. A citizens' advisory committee helped make use of the community resources.

Curriculum Materials. All materials were for senior high students. Most were developed during the course of the project. The commercial materials included Deciding workbooks, SRA materials, and Guidance Associates materials. Many slide-tape presentations about jobs around the community were prepared by the students. Also, a great deal of material was collected by the students writing to businesses and schools.

Materials produced by the project are described below:

1. Who Am I?
   Print, 15 pages, intended for students, grades 10-12.

2. Why Am I Here?
   Print, 10 pages, intended for students, grades 10-12.

3. Where Am I Going?
   Print, 20 pages, intended for students, grades 10-12.

4. How Do I Get There?
   Print, 10 pages, intended for students, grades 10-12.

5. Career Presentations
   Slides-tapes, various lengths, grades 5-12.

An Idea That Worked. One goal was to get students involved in corresponding with businesses and schools. It was felt that in this way, they would improve their communication skills and acquire updated information about the careers in which they were interested. Phone books were acquired from all over the U.S. The students would look up companies in the yellow pages and send letters to them requesting general or specific information. The students participated actively in this and "mail call" became an important part of each day.

DU SABLE EXEMPLARY PROJECT
District Number Thirteen
Chicago, Illinois

District and Project Information: 1973-1974

Contact Person:

Ms. Winifred French
Associate Director
Du Sable Exemplary Project
Du Sable High School
4934 South Wabash Avenue
Chicago, Illinois 60615
(312) 538-1812

District Population: 100,000-499,999

Type of Area: Urban

Students' Background: 100% Black

Annual Family Income:
46% Under $5,000
32% $ 5,000- 9,999
15% $10,000-14,999
7% $15,000-19,999

	District Schools	Project Schools
Number of Schools	16	6
Grade Levels	K-12	K-12
Number of Staff		
Number of Students	17,236	4,795

Years of Project Operation: 3

Number of Project Staff: 9 Full-time

Project Funding:
Federal $455,900

Approach to Career Education. This project is designed to prepare students for employment by providing specific training for job entry skills. Seniors without salable skills will be encouraged to enroll in six different vocational areas: typing, general clerical procedures, data processing, food services, offset printing, and automotive services. Potential dropouts at lower grade levels will also be eligible for enrollment. Also,part of this project is an elementary school guidance program for grades K-8, incorporating career development and occupational information. This program is designed to give elementary pupils career information, to prepare them for high school by giving them a background for making more valid vocational choices upon entering high school, and to have a continuous guidance program from school entrance to school leaving. With occupational information geared to the interests, aptitudes, and educational opportunities of each pupil, it is hoped that he will become more self-directed, see himself in relation to his opportunities, and formulate and achieve worthy and realistic goals.

Project Staff. The project staff consists of nine full-time employees. The project director is in charge of the total operation of the program, preparing quarterly reports, supply ordering, etc. The assistant director is in charge of elementary schools. Duties include inservice training in career education concepts and strategies, planning trips, resource speakers, etc. The counselor is in charge of group guidance, individual counseling, and job placement, including follow-up. There are also six teacher coordinators in

4

charge of teaching typing, general clerical procedures, data processing, automotive services, offset printing and food services. These teachers are responsible for skill development, occupational information, and job placement.

School Staff. In the beginning of September 1971, the Du Sable Exemplary Project had the only operational program of career education in the district. The project staff provided career education instruction to 125 enrolled high school students in six skill areas, and to the students in the five elementary schools. The six teacher coordinators and the counselor were responsible for occupational information, guidance and career information in the high school. The associate director carried out career education instruction in the five elementary schools (4,795 students) with emphasis on training the classroom teacher to assume the same responsibilities. Since 1973, Du Sable High has taken the task of developing a total career education program based on the five state occupational clusters.

Training. The project director conducted inservice training workshops for the six teacher coordinators, emphasizing teaching techniques, curriculum development, remedial reading and guidance. Also, workshops in the elementary school and other school levels were conducted by the project director. The project associate director conducted workshops, demonstration lessons and discussions with all of the participating teachers in the five elementary schools involved in the project. These sessions included teaching techniques, curriculum development, career materials, guidance techniques, preview of audiovisual materials, integrating career education and academic subjects, preparing units and planning activities.

Community Resources. The project director planned the use of resources for the high school, and the associate director planned the use of resources for the five elementary schools. In both instances, community speakers were contacted through letters, telephone calls, and personal interviews, and invited to speak to the students. The resource speakers provided occupational information, career materials, field trips and interview sessions for the students.

Curriculum Materials. Each teacher coordinator in the skills area developed his own courses of study. The project director assisted in developing occupational information for the teacher. The counselor used adapted materials for the sessions with the high school students. The project director developed sample assignments, units, and activities for each level (primary, intermediate, and upper) of the elementary schools.

Materials produced by the project are described below.

1. Du Sable Exemplary Project.
   Film; traces relationship of this program to other work-study programs.

2. Community Workers.
   Slides.

3. Du Sable Exemplary Project.
   Slides.

4. Implementing a Career Education Program.
   Slides; intended for teachers' use.

5. Preparing for a Career.
   Videotape; intended for students' use.

6. Overview of the Du Sable Exemplary Project.
   Print; intended for use by teachers in grades K-12. This includes objectives, units, activities and helpful hints; the "how to" of career education for beginning teachers.

An Idea That Worked. The project associate director, project staff members, and teachers presented a Career Fair which was intended to disseminate career education information, share techniques and methods, utilize community resources, and to make participants more aware of career education concepts. Teachers and students developed projects including scrapbooks, mobiles, simulated stores, slide presentations and surveys which had been part of their classroom experiences. These projects were displayed and exhibited at the school. Parents, teachers, students, and members of the community visited the Fair.

ARMY OCCUPATIONAL HANDBOOK (AOH)
Headquarters U.S. Army Recruiting Command
Ft. Sheridan, Illinois

Project Information: 1973-1974

Population: NATIONWIDE
Type of Area:
Students' Background:
Annual Family Income:

	Project Schools
Number of Schools	NATIONWIDE
Grade Levels	
Number of Staff	
Number of Students	

Contact Person:

Dr. Hartley B. Campbell
Education Program Coordinator
Headquarters U.S. Army Recruiting Command
USARCASP-P
Ft. Sheridan, Illinois 60037
(312) 926-2675 or 926-2571

Years of Project Operation: 0

Number of Project Staff: 1 Full-time

Project Funding:

Federal	$80,000
Total	$80,000

Approach to Career Education. The purpose of this Army unit is to develop a 100-page occupational handbook which will be used in secondary schools, post secondary schools, and in Army recruiting stations on a nationwide basis. The handbook is intended to provide an overview of the 36 Army Career Management Fields (CMF). It describes briefly the requirements, qualifications, and interests needed for each CMF and includes information about needed aptitude areas. The Handbook will identify each specific Military Occupational Specialty (MOS) in the CMF and related civilian occupations where appropriate, and will relate these to the corresponding Dictionary of Occupational Titles (DOT) six digit code. The AOH has introductory and summary sections dealing with career development and career identity concepts. These make this book a useful reference for individuals or groups in nearly any school or recruiting setting. The AOH will be available through local Army Recruiters at the beginning of the 1974-75 school year.

Project Staff. The project was developed through the cooperative efforts of the U.S. Army Recruiting Command, Headquarters staff and the Army advertising agency. It drew heavily on previously published Army documents, the DOT, and certificated guidance personnel working as staff or part-time consultants. Development of the AOH took six months and the project director spent much of his time overseeing this work. The Army Recruiting Command staff which was involved included officers, enlisted personnel and civilian employees. The agency staff included personnel experienced in creative writing and editing. Most of these staff members spent very little time with the project except for one or two agency staff and the project coordinator.

Community Resources. Extensive research into available Army and DOT publications was undertaken. The AOH has a liberal sprinkling of photos, representing various military occupational specialties which give students and other users an overview of career opportunities in the Army which is as accurate as possible. Copies can be easily obtained from local Army recruiters.

Curriculum Materials. Almost all of the materials are Army developed. They are to be used by students primarily, but are equally useful to counselors and other adults. The career education component in the Army Recruiting Command is also developing a very comprehensive "Career and Education Information Center." It consists of a Student Guide, a Counselor Guide, and a set of 11 filmstrips with sound tracks. This comprehensive set will not be available until the Spring of 1975 and then by request only. It tells the full Army story concerning occupations, branches, and educational opportunities. It is tied to a civilian oriented occupational information system using the DOT Worker Trait Groups as the foundation base. It has chapters on testing, counseling, etc., and each of the two guides is about 400 pages long. Both are identical except that the Counselor Guide has two chapters not included in the Student Guide.

Some materials produced by the project are listed below.

1. Army Occupational Handbook (AOH)
   Print, 100 pages, intended for students, grades 7-12.

2. Career and Education Information Center (Educational Package)
   Print and audiovisual, 400 pages and 11 minutes, intended for students, grades 7-12.

An Idea That Worked. Local Army Recruiters have been called upon for ideas and help in planning diversified career days and in providing resource persons to talk with students about a wide range of occupational training programs, career opportunities, and about any one of over 300 specific occupations. The recruiters have a wealth of materials available if given reasonable notice.

PROJECT JOLIET
Joliet Elementary District 86
Joliet, Illinois

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Urban

Students' Background:
63% White
27% Black
9% Spanish Surname

Annual Family Income:
42% $10,000-14,999
23% $ 5,000- 9,999
20% $15,000-24,999
10% Under $5,000
5% $25,000 or more

Contact Person:

Mr. Richard Osborne
Project Joliet Director
JFK Diagnostic Center
420 North Raynor Avenue
Joliet, Illinois 60435
(815) 727-6431

	District Schools	Project Schools
Number of Schools	26	
Grade Levels	K-8	
Number of Staff	585	
Number of Students	11,300	

Years of Project Operation: 4

Number of Project Staff: 1 Full-time

Project Funding:

State	$ 6,700
Local	$20,000
Total	$26,700

Approach to Career Education. Project Joliet began in 1970 as a result of mutual concern and discussions of educators and members of the Joliet Region Chamber of Commerce. In order to demonstrate the relevancy of school, the walls of the classroom were extended to include planned career visits as an integral part of the school curriculum. These visits afford students direct contact with workers and hands-on experiences that enable them to understand the relationship between school subjects and what workers do. A program that utilizes local community resources outside the school requires community support and commitment that is accomplished through the Chamber of Commerce and other community leaders.

Project Joliet coined the term "community classroom" to refer to planned career visits outside the classroom. Initially community classrooms were for junior high students. During the last two years, those expressions are inclusive of kindergarten through eighth grade. Student visits are designed to: (1) observe workers applying the importance of education. Wherever feasible, students receive hands-on working experiences at designated work stations. Career visits differ from conventional field trips by emphasizing active student participation and focusing on people. Parents and workers in specific careers come into the classroom to be interviewed or speak at all grade levels. The use of community resources, people and places, are integrated with existing curriculum. Teachers conduct classroom activities that prepare and follow-up career visits and student interviews. At the eighth grade level, students participate in career days. Students select community resource people from various career fields and ask them questions that provide a realistic overview of their particular job, including the requirements in education and/or training. Children learn career development by direct experience with workers and through classroom activities.

The implementation of career education, although not mandatory, is encouraged. As such, program expansion and teacher involvement is facilitated by teachers; interest, motivation and enthusiasm. Administrative staff provide assistance whenever needed. There are no strict curriculum constraints as to time or sequence of activities, although guidelines are available. Teachers are encouraged to use their discretion and imagination for infusing career education experience into the curriculum.

Emphasis is placed on maximum "visibility" of career education not only as a means of enhancing learning, but to allow teachers, parents and the community to see vivid evidence of student studies.

Project Staff. There is only one full-time staff member, the coordinator. The program is integrated into the total school program utilizing existing staff. It has evolved and expanded since 1970 and the coordinator's use of time has changed. Deliberate effort has been made to coordinate and balance local community support and participation has become more systematic and formal as the program has grown. A fifteen member advisory board was established in 1972 to insure adequate input from a cross-section of community people in business, labor, industry, commerce, civic and service organizations. The advisory board is task oriented as manifested by the four functional committees: training, information, curriculum and community resources.

The Project coordinator works in all twenty six schools in the district. About 40 percent of the coordinator's time is spent in the community rallying support, soliciting participation, and meeting with Advisory Board and respective committee functions. About 40 percent of his time is spent consulting with teachers, giving demonstrations and presentations to staff and about 20 percent of his time is involved with administrative tasks.

School Staff. All the 26 schools in the district are involved. About 60 percent of the teachers are implementing career education by taking planned career visits and/or having resource people in their classrooms for interviews. All staff are responsible for implementing career education. Teachers integrate career education as a part of the normal instructional program. Dean-counselors, other administrators, and supportive staff assist in carrying out activities related to the program. An effective program demands active participation from all levels of administration and staff.

Training. Staff development has taken many forms during the last two years. The coordinator utilized all available opportunities to consult with teachers on an individual or small group basis. Teacher input is solicited and utilized in developing and evaluating program guidelines, resource guides, and instructional material. Cooperative agreements between two universities, Northern Illinois University and Governors State University have enabled teachers to receive credit for inservice training and as well as to use university personnel for consultants. Staff development has emphasized active teacher participation, in terms of teachers interviewing people in the community, hands-on experiences in a variety of working environments and surveying and cataloging local community resources. University cnsultants and the coordinator work closely with teachers in developing and implementing career awareness experiences centered around direct experiences with people in the careers studied. Inservice sessions are designed to assist in planning and implementing these experiences with adequate preparation and follow-up. Over half of the teachers will have gone through formal training of some type before the 1974-75 school year is completed.

Community Resources. Since the origination of the project, both the schools and the community have worked jointly. The Joliet Region Chamber of Commerce has played a key role in initiating the project and communicating the advantages of such a program to other people in the community. The close relationship with the Chamber has provided credibility to the membership of business, industry, and labor. Both the Chamber staff and the Chamber education committee have provided leadership and expertise in disseminating information about career education.

Early participants in 1970-71 including Joliet Caterpillar Plant, Illinois Bell Telephone, St. Joseph Hospital, and the Joliet Herald News, have provided enthusiastic testimonials and model examples of community classrooms that others can observe in action. People from these companies and others assist in recruiting new business and in conducting orientation and training sessions. The community resource committee of the advisory board and the Chamber of Commerce assist in soliciting new resources. Over a hundred different facilities have opened their doors and oriented their employees to career visits for kindergarten to eighth grade. Primary grades utilize resources that are more familiar and easily accessible to young children, i.e., school workers and community helpers. In later grades, students learn about the less visible and unfamiliar jobs. From K-5, teachers decide where and when they wish career visits and request approval from the coordinator. With approval, the bus transportation is paid from the project budget. The junior high program is more formal. A year long schedule is made in the fall, since these visits involve large business and industrial facilities, and complex government and civic organizations.

Teachers have a definite role in arranging for community resources from K-5. The coordinator acts as a consultant in these areas by brainstorming possible people and places teachers might use. Additional support and assistance is given teachers by the coordinator, the advisory board, and the Chamber of Commerce in identifying and soliciting resources. Parents and P.T.A. volunteers act as resource people and aid in recruiting others. The number of resource people with which the children have contact is growing at an ever increasing rate. Since teachers and individual schools have considerable autonomy, an accurate count of people is difficult. Approximately 400 perple were interviewed or talked to students last year. Over 200 parents were chaperones or teacher's helpers.

Curriculum Materials. An initial curriculum guide was printed to provide general ideas and guidelines. Subsequently, the teachers in the district have provided input for developing a curriculum guide focusing on interviewing, utilizing community resources, and developing lesson plans. Many instructional materials are available and are centrally located at the district's learning resource center. Films, cassettes, books, media kits, and filmstrips are all placed in a career education section of the learning resource center. The purchase of these materials is based on teacher and coordinator recommendations. Cameras and film, as well as videotape equipment are also available for teacher use. A bibliography of these materials has been compiled to assist teachers in using material not available in their schools.

Materials produced by the project are described below:

1. Project Joliet Resource Guide
   Print, 50 pages, intended for elementary school teachers.

2. Community Classroom Expectations
   Print, 25 pages, intended for teachers of grade 7 and the business community.

3. Community Classrooms
   Brochure, 2 pages, intended for the general public.

4. Community Classroom in Action
   Audiovisual, 15 minutes, intended for orienting employees for career visits.

5. Project JOLIET
   Slide tape, 15 minutes, intended for the general public.

An Idea That Worked. The community classroom concept became a reality when people in the community jointed forces. This concept is precisely as its name implies, utilizing the community as a classroom. Career visits became an integral part of the curriculum and workers being interviewed in the classroom became a common occurance.

As this concept developed, the words community classroom referred to career visits, but these visits were not conventional field trips. The focus is on people and what they do. Students listen and talk to a cross section of workers, from entry level to managerial positions within a business facility. They visit six to 10 work stations and spend about 20 minutes at each. The worker at his actual job site explains his job by describing his daily routine and the tasks he must accomplish. He also demonstrates how he uses academic and social skills. Workers talk about job requirements, in terms of education and/or training, that are needed. Wherever feasible, students have a hands-on experience where they actually perform one of the workers tasks, e.g., a draftsman would give students a partially completed blueprint and ask them to finish, illustrating their knowledge and use of mathematics. The last five minutes at each work station are used for students to interview the worker.

The concept and format of the community classroom began at the junior high level, but is now used from kindergarten through eighth grade. Implementing this concept has been possible because of the community's commitment to career education. As the program is expanded, so is the involvement and committment of additional community people.

CEILZ (CAREER EDUCATION IN LAKE ZURICH)
Community District #95
Lake Zurich, Illinois

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Suburban

Students' Background: 95% White

Annual Family Income: 75% $10,000-14,999
14% $15,000-19,999

Contact Person:

Mr. Ken Miller
Project Director
Career Education in Lake Zurich
300 Church
Lake Zurich, Illinois 60047
(312) 438-5155

	District Schools	Project Schools
Number of Schools	5	1
Grade Levels	K-12	10-12
Number of Staff	115	
Number of Students	2100	300

Years of Project Operation: 4

Number of Project Staff: 2 Part-time

Project Funding:
State Division of Vocational Education

Approach to Career Education. This district uses a guidance-based approach to career education. The guidance counselor works directly with students in grades 9-12 both in the classroom and in the guidance office. In this district career education is an organized attempt to bring together students' interests, abilities, job information, decision making skills, and self-awareness. The program also attempts to involve the community in a positive working relationship. Career education activities parallel both academic and vocational education and attempt to make these courses relevant to students. Students are involved in discussion and student projects, and are involved in interaction with people on the job.

Project Staff. The high school principal and the high school guidance counselor are responsible for career education activities in this district. The principal coordinates career education activities. The guidance counselor spends 95 percent of her time working directly with students, either in the classroom or outside the classroom. The remainder of her time is spent working with community representatives.

School Staff. School administrators, teachers, and librarians are not directly involved in career education instruction in this district.

Training. As most career education activities in the district are directed by the guidance counselor, no specific career education training has been conducted in the district.

Community Resources. The guidance counselor has published a catalog of speakers, trips, and materials available to the district. She arranges for community speakers and for students to visit work sites or hold jobs in the community.

Curriculum Materials. The guidance counselor has developed a curriculum guide describing the entire guidance program including specific activities for freshmen, sophomores, juniors, and seniors. She has also selected many student materials for use in the high school. Most of these are free or inexpensive community-developed materials such as brochures on jobs available in a particular company. A few are commerically-developed materials.

Materials produced by the project are described below:

1. CEILZ Guidance Handbook
   Print, 100 pages, intended for counselors or teachers, grades 9-12.
2. Presentation on Downey Hospital Volunteers
   Slide tape, 45 minutes, intended for students, grades 9-12.

An Idea That Worked. The Lake Zurich Volunteer Bureau has been established to identify and locate people in the community who are willing to assist the school in various ways. These people serve as speakers, assist in the classroom, or offer sites for class field trips. A unique feature is the Shadow Program. Students request a personal field trip in a specific occupational area. When a resource person is located, the student spends a day with that person at his job. The student "shadows" this person, obtaining a first-hand understanding of the occupation he is observing.

Another Idea That Worked. The project conducted follow-up studies on graduates who have been out of school one, three, and five years. It gathered information about the graduates' thoughts on which courses had been most useful and how they had been helpful. These surveys found that the percentage of students going on to college was smaller than the percentage of those going to work. They also found that many of the courses graduates would have liked did not exist, or if they did, were not directly relevant to the eventual employment situation. As a result of these findings, the school board decided to be involved in the state's one-five year plan for career education. They also decided to support the Area Vocational Center where students will be able to get desired preparation. In addition, the board determined that the district needed a work-study program.

PROJECT PEOPLE OF PEORIA-CAREER AWARENESS AND EXPLORATION
Peoria Public Schools
Peoria, Illinois

District and Project Information: 1973-1974

District Population: 160,000

Type of Area: Suburban and Urban

Students' Background: 75% White
20% Black

Annual Family Income:

Contact Person:

Mr. Harry Whitaker
Superintendent
Peoria Public Schools
3202 N. Wisconsin Avenue
Peoria, Illinois 61603

(309) 672-6733

	District Schools	Project Schools
Number of Schools	37	33
Grade Levels	K-12	K-8
Number of Staff	1,100	800
Number of Students	22,000	17,000

Years of Project Operation: 2

Number of Project Staff: 1 Full-time

Project Funding:
Federal VEA $75,000

Approach to Career Education. In this project career education is defined as people education. It incorporates involvement with and information about people in all facets of life into the regular classroom experiences of students. Career education deals with the attitudes, skills, and knowledge related to career awareness and life-style development. The project is designed to help students in grades K-8 obtain career awareness and career exploration. The project has sought to have trained teachers communicate their knowledge to other teachers. It has also sought strong community participation. Career education in these grades is infused in all or some subject areas at each teacher's discretion. It precedes vocational education. Career education concepts are conveyed through discussion, student projects, and hands-on experiences. Teachers in the project also make frequent use of class meetings and worker interviews.

Project Staff. The project employs one full-time coordinator who serves all 33 of the elementary schools in the district. He spends about a third if his time working directly with teachers from grades K-8, a third working with central office staff, and a third working with the community.

School Staff. Classroom teachers in the district carry out career education instruction and make arrangements for the use of community resources. About 95% of the elementary teachers in the district actively participate in career education.

Training. The project staff has conducted training in the district with the help of local school staff and consultants from other school districts and from community organizations. All of the administrators, teachers, and librarians in the elementary schools have been oriented to career education. About a third of the teachers have received more intensive training. Training has taken place after school and during the summers and teachers have received payment, college credit, or released time as compensation for participation. Training sessions have included workshops, demonstrations, and group discussions with project staff, as well as some trips and individual conferences. Training has stressed teaching techniques and the development of lesson plans and curriculum units. In this district, the staff who have received training share the responsibility of continued orientation and training for other teachers. About three-fourths of the material used in training is locally developed and most of the remainder is drawn from other projects.

Community Resources. The education committee of the local Chamber of Commerce has developed a Career Visit Directory. This began as a constructive way for a community organization to assist the career education project, and has resulted in a real contribution to the project. The Chamber of Commerce members are familiar with the community and its resources and have opened communication between project staff and many business and industrial concerns in Peoria. Each page of the directory gives full information regarding a visit to a particular company. It includes a brief description of the company, parking facilities, time needed for a visit, type of jobs students will observe, and other information needed in planning a visit. Using this directory, teachers contact local companies and make arrangements for visits and speakers.

Curriculum Materials. About three-fourths of the career education instructional materials used in the district are locally developed. Project staff and school staff have worked together to develop curriculum units at each grade level K-8. In addition, the coordinator has selected useful commercially-published curriculum guides and student materials and has purchased these for use in the district. About 60 percent of the materials used in the district are in print, and the remainder are audiovisual materials. About half of the materials used are intended for students and half for teachers.

Some materials produced by the project are described below:

1. Project People of Peoria Handbook.
   Print, 112 pages, intended for teachers and high school administrators, grades K-8.
   Prepared September 1972, revised January 1974.
2. Project People of Peoria Handbook and Curriculum Units.
   Print, 300 + pages, intended for teachers, grades K-8.
   Prepared 1972-1974.
3. Final Report on Project People of Peoria, March 1974.
   Print, 109 pages, intended for teachers and school administrators, grades K-8.

Peoria, Illinois

An Idea That Worked. This project has made extensive use of career visits for students in grades K-8. These career visits, in line with the philosophy of the project, put the emphasis on "people in occupations" rather than "products" and "processes". The teacher and class examine the Model Career Visit Directory and decide upon an appropriate visit. The teacher fills out a request form, is contacted by a representative from the business to be visited, and arrangements are made. The teacher works with students on person-centered interview techniques. Then a representative from the business visits the school and speaks to the student about the company they will visit and the trip they will make. The class visits the business, tours the worksite, and interviews at least one employee. Later the teacher, the group, and their guides evaluate the visit to see if they had made satisfactory plans, to see if questions were answered, and to discuss follow-up activities. All companies listed in the directory are willing to offer this type of visit. Because students are prepared in advance and understand the purpose of their visit, even the youngest children have learned a great deal from these visits. Teachers in the district have tested and refined this method and appreciate knowing that each class trip will prove well worth the effort.

CAREER EDUCATION PROJECT
Riverside-Brookfield Township High School
Riverside, Illinois

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Suburban

Students' Background: 99% White

Annual Family Income:
50% $15,000-19,999
30% $10,000-14,999
10% $ 5,000- 9,999
10% $20,000 or more

Contact Person:

Mr. Donald J. McNally
Vocational Education Director
Riverside-Brookfield Township
High School
Riverside, Illinois 60546
(312) 442-7500

	District Schools	Project Schools
Number of Schools	1	1
Grade Levels	9-12	9-12
Number of Staff	100	100
Number of Students	2,000	2,000

Years of Project Operation: 0

Project Funding:

Number of Project Staff:

Approach to Career Education. This project involves only one high school and is still in the planning stage. It aims for 100 percent participation on the part of all staff and students at all grade levels. Career education and vocational education will both be offered and the two programs will share the same director. The first step in establishing the career education program was a survey of 1500 parents. This was carried out by means of a five-page printed questionnaire for the purpose of determining community attitudes toward, and interest in, career education. Another source of information and assistance will be gained by mailing cards to parents which ask if they are willing to share some of their career experiences with students either by coming to the school or by inviting students to their place of business. Other project plans include the establishment of a study committee, consisting of two faculty members from each department, which will work to infuse career education concepts into the academic curriculum. Student interviews with local personnel directors are also planned so that students may have some practical experience before they actually look for work. These interviews will be both filmed and taped.

Project Staff. The Project Study Committee currently includes the school administration, guidance counselors, and the vocational education department.

Community Resources. The community is expected to become a viable resource through the help of a Community Advisory Committee and several Cooperative Work Experience Coordinators.

COMPREHENSIVE CAREER PLANNING SYSTEM *
Rockford School District #205
Rockford, Illinois

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Urban

Students' Background: 69% White
20% Black

Annual Family Income:

Contact Person:

Mr. N. Gunnar Fransen
Project Director
Comprehensive Career Planning
System
Rockford School District #205
201 South Madison
Rockford, Illinois 61101
(815) 968-0871

	District Schools	Project Schools
Number of Schools	33	10
Grade Levels	K-12	K-6
Number of Staff		26
Number of Students	2,500	650

Years of Project Operation: 3

Project Funding:

Number of Project Staff: 1 Full-time
2 Part-time

Approach to Career Education. This district sees career education as a program which facilitates the lifelong process of career development. In the elementary phase it is designed to provide experiences to increase self-awareness, to relate learning to occupations, and to utilize community resources in the classroom. The program is designed to expose the student to the importance of coordinating curriculum plans with career objectives and to enable every high school graduate to enter further education or immediate employment. At the elementary level career education is infused in reading, math, social studies, and health and safety. The career education curriculum is usually people oriented and open ended. It centers on children primarily, rather than on teachers, and makes frequent use of demonstrations, discussion, student projects, and hands-on experiences. The elementary segment of the career education project serves students in grades K-6.

Project Staff. The project employs a part-time director, a full-time career education coordinator, and a part-time elementary career education

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* This report describes only the elementary school segment of this K-12 program. A Computerized Vocational Information System and other career education program elements operate in the upper grades.

chairman. The project staff serve three classes in each of ten elementary schools in the district. They work most often with teachers but also spend some time working directly with librarians and administrators.

School Staff. Classroom teachers from three pilot classrooms in each of ten project schools carry out career education instruction.

Training. Project staff have provided training in career education for school staff in the district. Most training sessions have taken place after school and during the summer. Teachers receive salary credit for participation. Training sessions have frequently included workshops and group discussions with project staff and have also included some demonstrations and field trips. Sessions have included information about the world of work and the selection of materials and have emphasized curriculum development and the use of community resources. Almost all of the materials used in training are locally developed. About 60 percent are professional materials and the remainder are intended for students.

Community Resources. Several community organizations have cataloged available community resources. Project staff arrange for the use of community speakers and materials.

Curriculum Materials. About 90 percent of the career education instructional materials used in the district are developed by school staff. Project staff also purchase some commercial and non-commercial materials for circulation throughout the district.

Some materials produced by the project are described below:

1. Focus on the Future: Elementary Career Education Guide
   Print, 47 pages, intended for teachers, grades K-6.
2. Comprehensive Career Planning System
   Print, 19 pages, intended for teachers, grades K-12.

COMPREHENSIVE ILLINOIS OCCUPATIONAL EDUCATION DEMONSTRATION CENTER, SITE B
Cumberland School District Number 77
Toledo, Illinois

District and Project Information: 1973-1974

District Population: 7,329

Type of Area: Rural

Students' Background: 96% White

Annual Family Income:
41% $ 5,000- 9,999
27% Under $5,000
20% $10,000-14,999
9% $15,000-19,999

Contact Person:

Ms. Dorothy M. Lawson
Project Director
CIOEDC
Cumberland School District #77
R.R. #1
Toledo, Illinois 62468
(217) 923-3137

	District Schools	Project Schools
Number of Schools	3	3
Grade Levels	K-14	K-14
Number of Staff	177	177
Number of Students	4,269	4,269

Years of Project Operation: 6 months

Number of Project Staff: 2 Full-time
10 Part-time

Project Funding:

Federal	$156,000
Local	136,923
Total	$292,923

Approach to Career Education. Career education is an aggregate of experiences, in or out of school, which determine one's occupational development from childhood through adulthood. This process begins with an awareness of occupations and proceeds with an exploration of those careers which one finds of interest. There should be a concomitant increase in self-knowledge. This development is completed by preparation for a specific occupation, including any additional training necessary to enrich one's occupational life. The Cumberland School District has selected programs for implementation which will aid in this process. Teachers will be trained in the use of career education materials and will be aided by the guidance counselors in specific areas. The goals of the Demonstration Center are to implement those programs developed by the Illinois Division of Technical Education, provide demonstrations of materials in a school setting, and identify appropriate and, practical sources of action for future implementation of research, developmental, curriculum, special and exploratory activities. In order to achieve these goals, the projects which would fill the needs of the local school district were identified. The staff was then familiarized with the adaptation and use of appropriate materials.

The career education endeavor includes both the vocational and academic spheres since curricula have been developed which provide basic preparation for some entry jobs, entrance to a baccalaureate program or additional vocational training. These curricula provide students with an understanding of the relevance of present education to future occupations. The staff will utilize audiovisual and printed materials, field trips, speakers, and hands-on experiences in or out of school. The activities are designed for all students in grades K-14. A special program is being developed for potential drop-outs, handicapped students, and follow-up of vocational students. The center will also emphasize new programs on the awareness and exploration level and on management and evaluation of the preparation level program.

Project Staff. The project staff includes the project director, three liaison or coordinator positions, three guidance counselors, two special program teachers, and 14 career task force members. The three liaison members will coordinate the project with personnel in the elementary and junior high components, the high school component and the community college component. One guidance counselor from each component will also help in the implementation of various guidance programs. A work experience and career exploration coordinator and a consumer education and homemaking teacher will be responsible for those two special programs. The career task force includes a primary school teacher, an intermediate level teacher, junior high and high school librarians, junior high school and high school special education teachers, a junior high school language arts teacher, the chairman of the high school vocational department, a representative of the vocational lay advisory committee and the three liaison members. The staff will work directly with teachers who will be implementing the chosen programs into their selected curriculum.

School Staff. Teachers will be aided by the guidance counselors in carrying out career education instruction in the classroom. The guidance counselors will also collect data needed for follow-up of vocational student graduates and will provide students with access to a computerized vocational information system. Approximately one-half of the elementary staff, one-third of the secondary staff, and five staff members of the community college were actually involved in the program selection phase of the planning period. The same numbers of staff will be involved in the implementation stage. It is hoped that over 75 percent of the elementary staff and 50 percent of the high school staff will infuse career education into their classes. There will not be a substantial increase in the number of staff members involved at Lake Land College due to the nature of the programs selected for implementation at that school. However, half of their staff is involved in occupational education through their other programs.

Training. The project staff and directors have selected programs for implementation and have provides workshops, visitations and various types of inservice experience for administrators, teachers, librarians, and guidance counselors. The training emphasized the value of the program and its implementation procedures. Training took place both during the school year and in the summer months. The project paid for released time and paid some participants for certain specified tasks. The Illinois Division of Vocational and Technical Education (IDVTE) developed the programs selected for implementation and most of the materials used for training.

Community Resources. One of the projects which will be used by the Demonstration Center had already initiated a community survey for a ten county area. That information, coupled with a more localized survey, can be used to identify those resources accessible to the staff. Contacts made by teachers with individuals during a summer workshop have proved most productive and this method will be followed in the future. A file indicating the value of various resources will be maintained for future reference.

Curriculum Materials. All of the programs to be implemented were developed by the Illinois Division of Vocational and Technical Education and were field-tested. This project selected those IDVTE programs most applicable to the local situation. The staff will implement them during the 1974-75 school year, adapting them to their classrooms. Certain commercial materials will be used to supplement the classroom activities, and videotapes and slide presentations will be developed as part of particular programs.

An Idea That Worked. Since many staff members of the school district were unfamiliar with the various Illinois Career Education projects a series of visitations and workshops were planned. Some staff members visited project field-testing sites; others participated in workshops where the directors of various projects presented their programs and gave implementation suggestions. One of the best training methods proved to be placement of the teacher in the student's position. This allowed teachers to experience the program from the student's point of view and to evaluate and reorganize it accordingly.

CAREER EDUCATION PROJECT
Urbana, Illinois District Number 116
Urbana, Illinois

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Small Town

Students' Background: 85% White
12% Black

Annual Family Income:
50% $10,000-14,999
20% $15,000-19,999
10% $20,000 or more
10% $ 5,000- 9,999
10% Under $5,000

Contact Person:

Mr. John Garth
Director of Adult & Vocational Education
1002 S. Race Street
Urbana, Illinois 61801
(217) 384-3530

	District Schools	Project Schools
Number of Schools	9	9
Grade Levels	Pre-K-Adult	Pre-K-Adult
Number of Staff	300	300
Number of Students	6,200	6,200

Years of Project Operation: 2

Number of Project Staff: 1 Part-time

Project Funding	
State	$ 5,000
Local	100,000
Total	$105,000

Approach to Career Education. This program has worked with teachers and other staff members who have shown an interest in the career education concept. Participating school staff are encouraged through small grants, materials, and resource people as they develop their programs around the needs of their students. At the same time, members of community, including business people and parents are sought for their support and participation. The approach is not centered around the use of materials, but around the participation of people. The goal is to provide career education which is attractive to all the students through programs that will fit the needs of all target groups.

Project Staff. The staff consist of one part-time director, a clerical staff and a large group of teachers and other school staff who want to help and who have a real interest in career education. A dedicated staff is the most reliable asset.

School Staff. Teachers, counselors, librarians, and community career counselors are involved in this career education project. Fifty percent of the district elementary school and secondary school teachers are involved in career education for at least part of each day. Also, over 400 community volunteers participate in varying degrees.

Training. At least three half-days each school year are devoted to inservice training for the district career education teachers. Teachers are encouraged to participate and costs are reimbursed when they participate in career-related training other than that which is sponsored by the district. Local personnel, as well as outside consultants, are used for inservice training. The best results have been realized when the district's own teachers were used as the key resource people.

Community Resources. More than 400 local men and women have been recruited to serve as volunteer career counselors at various degrees of participation. This career resource service was established by a committee on career education and is maintained by the counseling and vocational education departments in a joint effort. Use of this resource is gradually increasing.

Curriculum Materials. Curriculum materials are available to teachers and students. Most effort has been in developing and providing materials for student use. Some materials are available at all grade levels. An attempt is made to provide materials in various forms.

And Idea That Worked. A three-part 40-week program was developed for 11th and 12th grade students interested in a career in medicine. The first 10 weeks involve "career exploration"; the second 10 weeks are used to explore career skills and basic knowledge. During the remaining 20 weeks, students spend one day per week visiting community health care facilities, where each student is paired with an "on-the-site" instructor from a variety of different medical careers.

ELKHART CAREER EDUCATIONAL PLANNING
Elkhart Community School Corporation
Elkhart, Indiana

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Small Town

Students' Background:
87% White
11% Black

Annual Family Income:
40% $10,000-14,999
30% $ 5,000- 9,999
15% $15,000-19,999
10% Under $ 5,000
5% $20,000 or more

Contact Person:

Mr. Richard P. Morrison
Director of ELCEP
Elkhart Community School Corporation
2424 California Road
Elkhart, Indiana 46614
219-264-0771

	District Schools	Project School
Number of Schools	18	12
Grade Levels	K-Adult	K-12
Number of Staff	600	350
Number of Students	15,000	8,000

Years of Project Operation: 2

Number of Project Staff: 4 Full-time
1 Part-time

Project Funding:

Federal Part C	$100,000
Local	5,000
Total	$105,000

Approach to Career Education. The goals of ELCEP include developing a conscious faculty to interpret the present curriculum and apply specific subjects to individual career development. Teachers will strive to develop an awareness of students' worth as effective and productive individuals. ELCEP believes that no curriculum component in the K-12 system is without opportunities for career education activity infusion. The program is designed to develop self-image, positive attitudes toward work and school, basic and career skills, career conscious faculty and students, and community involvement in education.

Project Staff. There are three full-time coordinators including a coordinator of guidance and placement, a secondary activity coordinator, and an elementary activity coordinator. A full-time secretary also serves as our media and materials coordinator. The director works full-time and functions as pupil-services coordinator for area vocational schools. The coordinators spend about 30 percent of their time in inservice and graduate course coordination work. 70 percent of their time is spent as resource persons, and career educational activity development assistants. The individual methods of coordinators working with instructors creates a uniqueness to each component.

School Staff. All staff members in the model schools have been offered three-hour graduate credit in career education. This continues each school semester for the two years of the project. The course work has been conducted in the area vocational school in Elkhart, and was arranged through the excellent cooperation of Indiana University at South Bend and by Dr. Eldon Ruff, Chairman of the

Educational Division. The ELCEP staff has worked with the university staff in developing a course outline. The career resource center at Indiana University has been extremely helpful and has made many marketed materials for career education available to participants. Bi-monthly planning meetings among the top district decision-makers include the Director of Secondary Education, the Director of Elementary Education, the Director of Vocational and Technical Education, the superintendent, and the deputy superintendent.

Training. Our training takes place in the vocational technical facility of the district. The training is a joint venture between Indiana University at South Bend, Indiana Career Resource Center, and our staff. District guidance, teachers, administrators and vocational technology staff have all been involved. Approximately 150 staff members have received credit through our training program, and 250 more have participated in inservice programs. The purpose of our program is to impart career education and to help teachers relate career activity to course work.

Community Resources. An advisory committee for our project was established early in its second year. A group was selected among educators and the community. Two of our program coordinators serve on the education committee of the chamber. The chamber has been our most useful ally. They have developed many aids and materials and are constructively critical of our work. The advisory committee participates in three meetings per year, but it is not yet a unified and aggressive body.

Materials produced by the project are described below:

1. Job Experience Kits.
   Multi-media, various lengths, intended for career exploration on elementary level.

2. 10 half-hour Localized Career Options.
   Video tape, 30 minutes, intended for Educational Broadcast, grades 6-10.

An Idea That Worked. In planning budget and activities, the ELCEP group has been made aware that the model budget contains monies to support promising activities. Career activity evaluation has made coordinating staff grow in their understanding of career education.

NEW ALBANDY-FLOYD COUNTY CAREER EDUCATION PROJECT
New Albany-Floyd County Consolidated School Corporation
New Albany, Indiana

County and Project Information: 1973-1974

County Population: 56,622

Type of Area: Rural and Urban

Students' Background: 94% White
6% Black

Annual Family Income: 50% $ 5,000- 9,999
25% $10,000-14,999
12% Under $5,000
10% $15,000-19,999

Contact Person:

Mr. James E. Williams
Career Education Coordinator
Career Resource Center
510 West Spring Street
New Albany, Indiana 47150
(812) 948-8037

	County Schools	Project Schools
Number of Schools	20	20
Grade Levels	1-12	1-12
Number of Staff	600	600
Number of Students	12,178	12,178

Years of Project Operation: 2

Number of Project Staff: 4 Full-time

Project Funding:

Federal	VEA	$100,000
Local		16,000
Total		$116,000

Approach to Career Education. This program utilized elementary and secondary level task forces, drawing on the experience of the previous year's project to help the Career Resource Center staff formalize plans for the 1973-74 schoool year. The task forces met three times each before the beginning of the school year. A community advisory committee added considerable reinforcement to the plan for released-time, inservice training for teachers, and emphasized a program to organize public relations and resources among parents and the local business and industrial community. After logistics conferences among curriculum coordinators, the assistant superintendent and selected principals, implementation plans for the 1973-74 school year were organized. The program included grade levels 1-12. Separate objectives were set for development of the Career Resource Center, staff, students, and the relationships with the community.

Project Staff. The project has four full-time staff members: a project coordinator, who is responsible for general supervision, an elementary consultant, a secondary consultant and a media specialist/secretary. The elementary consultant works with staff members of 16 elementary schools, spending about 40 percent of his time conducting workshops, 50 percent working with classroom teachers, and 10 percent at the Career Resource Center previewing and organizing materials. The secondary consultant works with staff members in two junior high schools and two senior high schools. He spends about 10 percent of his time conducting workshops, 80 percent working in classrooms, and 10 percent working at the Career Resource Center. The secretary media/specialist maintains inventory and supervises the distribution of resource materials, serves as general secretary to the staff of the Career Resource Center, and assists in production of local career education materials.

School Staff. Teachers, guidance counselors, and Career Resource Center staff members carry out career education instruction. About 40 percent of the elementary staff, 20 percent of the junior high school staff, and 10 percent of the senior high school staff actively participate in career education. Career Resource Center staff members work with school guidance counselors to coordinate and organize several large group activities. The goal for next year is to train and involve another 40 percent of the elementary school teachers.

Training. A centrally located Career Resource Center serves as an organizing unit for all staff training for the project. Its staff members organize and conduct product-oriented workshops both in schools and at the Center. Workshops are designed to promote individual and small group instruction. Both commercial visual aids and locally developed teacher training packets are used to train a volunteer staff to adapt and develop career education materials. The project's elementary school consultant conducts 48 half-day training sessions involving 101 elementary school teachers (about 41 percent of the total primary-level teaching staff). The secondary school consultant conducts 32 two-hour training sessions for 241 secondary school teachers (about 96 percent of the secondary teaching staff).

Community Resources. A community resource directory in the form of a card file has been developed through the combined efforts of the local Chamber of Commerce and the staff of the Career Resource Center. The directory contains contact persons, phone numbers, addresses, and services available. Resources are categorized by clusters, indexed and filed in small desk-type metal boxes. Directories are distributed to each school. The present directory contains over 200 community resources and has become a major source for classroom visitors and field trips. The conference phone is also used as a tool to promote the use of community resources. Each of our schools has one or more phone jacks and access to conference phone equipment. A yellow page directory (advertising people rather than products) is being developed to provide additional promotion toward utilizing the conference phone equipment. Although the Career Resource Center coordinates and arranges for most of the use of community resources, teachers and counselors are encouraged to utilize the directory and conference phone at will. During the 1973-74 school year the Career Resource Center contacted and utilized 141 community resources. This does not represent the total picture, as some of the resources were used several times and there is no accurate record of visits arranged by individual teachers. Resources from all 15 clusters were utilized with public service (20), health occupations (16), personal services (13), agri-business and natural resources (12), business and office (11), and communication and media (11) heading the list of most frequently used. The New Albany-Floyd County School Corporation also has an extensive cooperative education program that offers students many different kinds of work experiences and on-the-job training in the community. Pre-vocational education (special education), health occupations, distributive education, industrial cooperative education and released time experiences from the vocational center are all part of established curriculum and provide high school credit and pay for the student.

Curriculum Materials. About half the materials used in the project have been developed by the participating teachers with the assistance of the project staff. Most of the materials are for the use of teachers of grades 1-2. Materials are in print form and are used in workshops and as reference material for teaching aids. Another 10 percent of the materials used were developed by the Career Resource Center staff for the use of students as well as teachers.

Materials produced by the project are described below.

1. Elementary Workshop Packet.
   Print, 18 pages, intended for teachers, grades 1-6.
   The packet includes grade sequence for career clusters, career education concepts, interview and teaching techniques, examples of behavioral objectives, sample teaching units and blank forms to record new training units.
2. Career Education Teaching Units.
   Print, 1-5 pages, intended for teachers, grades 1-12.
   Each teaching unit includes identification of career education concepts, curriculum areas, resource people used, brief description of the unit and an evaluation in terms of behavioral objectives.
3. Catolog of Audiovisual and Printed Materials.
   Print, 29 pages, intended for teachers and counselors, grades 1-12.
   The catalog contains listing of materials and ordering number, ordering procedure, cluster classification, recommended grade level and brief description of material.

An Idea That Worked. This program used the concept approach to integrate career education into the classroom. The objective was to get teachers to think of ways to teach career education concepts within the framework of other existing courses of study, to recognize that career education does not have to be a special lesson or special class project, and to see the connection between skills being taught and the real world. In this project 101 staff members have been trained to use this method at a training cost of $12.00 per teacher. Workshop organization and instructional materials are available upon request.

INDIANA CAREER RESOURCE CENTER
Indiana Office of Public Instruction
South Bend, Indiana

Project Information: 1973-1974

This project serves all 310 school districts in the state of Indiana

Years of Project Operation: 5

Number of Project Staff: 7 Full-time
1 Part-time

Project Funding:

Federal VEA	$160,000
Total	$160,000

Contact Person:

Mr. Gerald Dudley, Ph.D.
Career Education Consultant
Indiana Career Resource Center
1201-09 South Greenlawn Ave.
South Bend, Indiana 46615

(219) 289-2851

Approach to Career Education. The services of the Career Resource Center are available to all educators in the state of Indiana. The Center provides pre-service career education workshops, in-service training, career curriculum development consultation, a media center for display and loan of career-related media, and a Career Education Community Outreach service. The Center publicizes these services by means of a flyer which is distributed throughout the state. School districts desiring further information can obtain a cassette tape or a 16 mm film, each created to describe the services of the Center. Districts can then request any of the types of help available. The goal of the Center is to get every educator in the state involved in some way in career education and to involve as many community members as possible in career education to assist these educators. The Center is working to develop the kinds of materials which can be used with educators and community members and which can be used by these individuals to present career education to their own groups. The Center is also working to survey and collect most of the commercially-developed career education materials for the Center's lending library. The Center sees career education as a concept which attempts to infuse the awareness, safe practice, planning activities, and decision processes regarding work into the learning environment. In implementing career education the learning environment takes advantage of the school, the community, and the home. According to the philosophy of the Center, effective implementation of career education involves a human relations approach to learning.

Project Staff. The project employs a part-time director, five full-time career consultants, a commercial artist, and a librarian/bookkeeper. These staff members are currently organized into a training component, a production, development, and dissemination component, and a research and evaluation component. The training component staff work to acquaint educators and teacher education students with current information concerning career education, provide resources for local career education development, follow-up with local programs and facilitate sharing of successful projects among educators, and assist in the integration of exemplary program models into state-wide K-12 career education curriculum. The production, development, and dissemination component prepares programs which expose educators to the philosophy, theories, techniques, and implementation of career development. They also collect and disseminate materials on existing career education projects, develop curriculum materials for various grade levels, disseminate a bibliography of career resource materials, loan materials to schools, develop packages of existing materials, and develop other needed materials on a local level. The research and evaluation component evaluates the effectiveness the Center services and in-service program, conducts product evaluations of commercially-marketed career materials, assists projects in development of evaluation models and research instruments, identifies and explores exemplary career-related projects, identifies individuals and groups who are expert in career development related specialties, and conduct research on a learning model for effecting vocational maturity at all educational levels. About half of project staff time has been devoted to work at the elementary level, 25 percent at the junior high school level, and ten percent at the senior high school level.

School Staff. As many different career education projects exist in the state of Indiana, almost all school staff positions are involved in career education in some way. The project staff have worked with classroom teachers, guidance counselors, librarians, school administrators, teacher education students, and community members.

Training. Project staff in the training component have provided training throughout the state with help from local school staff and consultants from other school districts and colleges and universities. In-service training for teachers has focused on an orientation to career education and the development of curriculum units. Training for teacher education students has usually involved an orientation to career education concepts and information on commercially-developed materials which might be useful. Training sessions have included workshops, group and individual discussions with project staff, and graduate courses in occupational information. Usually the school district which requests training arranges for released time for teachers to participate. About 90 percent of the materials used in training have been developed by the staff of the Center. Almost all of the materials used are professional materials.

Community Resources. As long ago as 1967, guidance counselors in Indiana were involved in summer internships in business and industry. As a result of their experiences they compiled an occupational resource directory. This was eventually developed by a university and a school system into a computerized storage and retrieval system for descriptions of work settings and worker activities developed by interns. The Center uses this model to help other districts create similar community resource indexes. The Center staff are also involved in Career Education Community Outreach. In this program the Center assists community groups such as Kiwanis Clubs, Chambers of Commerce, and the Urban League to organize approaches they can use to assist local schools in teaching about the world of work.

Curriculum Materials. The Center's staff have surveyed commercially-developed curriculum materials and have purchased three copies of any they found useful. One copy is circulated throughout the state, one is on permanent display at the Center, and the third is placed in a mobile unit which travels throughout the state. In addition the Center uses many non-commercial materials and some locally-developed materials in training school staff. Most of the student materials used by the project are designed for elementary grades although some are for use by middle or senior high school students. Materials for teachers are available at all grade levels and include some designed for post-high school classes. About 80 percent of the materials used by the Center are audiovisual. The remainder are in print or are games, kits, and materials for group processes.

Materials produced by the project are described below:

1. An Annotated Bibliography of Career Education Materials
   Print, intended for educators.
2. Exploration of Holland's Occupational Clusters
   Slides, intended for high school and college students.
3. Career Bingo
   Game, intended for students, grades K-6.
4. Materials for Puppet Plays
   Stage and puppets representing workers, intended for students, grades K-6.
5. Career and Educational Decision Making Game
   Game, intended for students, grades 10-12.
6. People-In-Careers Directory
   Print, intended for teachers, grades K-12.
   Includes names and information about 350 persons willing to share career information with youth.
7. The Implementation of Career Education
   16 mm sound color film, intended for teachers, grades K-12
   Two training films each illustrating six individual projects.
8. Interview with Resource Center Staff Members
   Casette tape, 11 minutes, intended for teachers and school administrators.
9. Total Community Approach to Career Education
   16 mm film, 18 minutes, intended for teachers and school administrators.

The project has also produced many other games and materials for training and classroom use.

An Idea That Worked. After several years of program development and service to nearby school systems, the Center has acquired a mobile unit. This 30 foot recreational vehicle is equipped as a classroom including demonstration areas, seating space, and multi-media career resource materials. A staff member drives this vehicle throughout the state and presents programs based upon the needs of any group. These programs range from an introductory career education program to advanced sessions in which participants use the display of available products to develop curriculum materials for their specific school situations. The mobile unit is also used as a counseling office to train guidance counselors in career education. By using this vehicle, the Center can offer the broadest sharing of its resources and can disseminate the information it has gained in developing career education models and group processes.

ALGONA SELF DEVELOPMENT PROGRAM
Algona Community School District
Algona, Iowa

District and Project Information: 1973-1974

Contact Person:

Jim Andersen
Guidance Director
Algona High School
Sample and Grove Streets
Algona, Iowa 50511
(515) 295-7207

District Population: 10,000-24,999

Type of Area: Rural

Students' Background: 98% White

Annual Family Income:
50% $ 5,000- 9,999
30% 10,000-14,999
10% Under $5,000
8% 15,000-19,999

	District Schools	Project Schools
Number of Schools	5	1
Grade Levels	K-12	9-12
Number of Staff	110	38
Number of Students	2,000	600

Years of Project Operation: 4

Number of Project Staff: 2 Part-time

Project Funding:

Federal	$ 19,300
Local	20,000
Total	$ 39,000

Approach to Career Education. This program begins by focusing on self-awareness because this is a necessary pre-condition for change. If a person is not aware of the possibilities open to him, he is limited in his ability to act. Emphasis is placed upon each student's ability to appreciate himself and to relate to others. All the students in grades 9-11 participate in group activities aimed at heightening self-awareness. The groups are staffed by 32 high school seniors and 17 high school faculty members. Each group meets weekly for 30 minutes. The project staff have created a special self-awareness curriculum tailored and sequenced for each grade level. The faculty and student group leaders have received intensive group process training prior to leading their groups and are involved in continuous inservice training throughout the year. Grade 12 students are enrolled in a career awareness segment of the program which is student-centered. The students at this grade level have grouped themselves into eight combined career clusters. Each of the eight groups has a high school teacher coordinator who has voluntarily joined a career cluster of his choice. The students decide which of many activities they wish to participate in on a regular weekly basis. Activities they may choose from include: community tours of business and industry; community resource persons; higher education resource persons; career games; career films; structured career role playing situations; aptitude and interest testing. The total school population is involved in the program.

Project Staff. There are two staff members involved in the project. They are guidance counselors and each devotes about half of his time to the project. The project staff primarily serve as consultants to the teaching staff in training them for group process techniques and assisting them in utilizing career awareness techniques. A considerable amount of time has also been spent in the development of curriculum and in serving as liaison persons between the business/industry community and the schoo.

School Staff. The faculty participate voluntarily in the Algona Self Development Program. All but five of the staff of 38 are involved and this, probably more than any other piece of evidence, indicates the success of the program. Participation in the program requires of teachers considerable commitment, time, and preparation. The project is an ongoing one which involves classroom teachers, counselors and administrators, all working together in a career and self-awareness program.

Training. A considerable amount of inservice training has taken place to prepare teachers and students for leadership roles in the program. The teachers and students involved as group facilitators in the self-awareness segment of the program have received the following special training: 1) Human Development Program by Dr. James Carnevale, consultant from the San Diego office of this program; 2) Phases I and II of the Achievement Motivation Program led by the project director; 3) Teacher Effectiveness Training led by Dr. Wayne Allen, consultant from the Pasadena Office; and 4) Application of Adlerian Principles in the Classroom led by the guidance office. The high school staff participated in a two-day career awareness seminar led by Dr. Cliff Helling from the Robbinsdale School District in the Twin Cities. The primary purpose of this training was to prepare teachers to better understand the social and emotional needs of students, to apply positive corrective techniques for students' misbehavior, to train teachers in the art of encouragement, and to demonstrate the need for teachers to make classroom assignments relevant to the real world of work.

Community Resources. The community has proved to be extremely willing to participate in the program. Community members have had high school students tour their places of work and have come in as resource people to discuss their lives and their work with students in small group settings. Community resource people are used every week as are the tour sites.

Curriculum Materials. Materials prepared by the Human Development Program, El Cajon, California, and the Achievement Motivation Program, Chicago, are the two major sources of commercially-developed materials used by the program. The project staff have drawn ideas, activities and exercises from these and approximately a dozen other sources, and have incorporated them, along with some activities the project staff has developed, into a specially-sequenced curriculum used at each grade level.

An Idea That Worked. When the project initially started using community resource people, it was evident that students didn't know how to ask good questions. This realization led the high school project staff to create a special inqiry process designed to assist students in becoming genuine inquirers. Specifically, our inquiry process helps students develop the skills to discover what is worth knowing about a person and his work. It is a personalized approach and begins with the teacher asking the students: "What do you really want to know about me? What kinds of things would be meaningful for you to know?" The questions generated are all written on the blackboard and the students are involved in evaluating the questions listed. The next step of the process has the students compare their questions with a special list of questions prepared by Neil Postman and Charles Weingartner, and there is further discussion. The third step in this process has students trying out on one another their new insight into what is a good question. Once the questioning process begins, better questions emerge and it is less difficult to determine what the students want to know. This process becomes of vital importance when using community resource personnel for, at the beginning, students may not have much interest in the individual. However, as they begin to inquire about him, their interest in him grows, their purpose in questioning him begins to be defined and their questions improve.

COMPREHENSIVE CAREER CURRICULUM
Des Moines Independent Community School District
Des Moines, Iowa

District and Project Information: 1973-1974

District Population:	209,200
Type of Area:	Urban and Suburban
Students' Background:	91% White 9% Other
Annual Family Income:	$10,239 (average)

Contact Person:

Mr. Richard L. Gabriel
1800 Grand Avenue
Des Moines, Iowa 50307

	District Schools	Project Schools
Number of Schools	73	
Grade Levels	K-12	K-12
Number of Staff		
Number of Students	43,083	

Years of Project Operation: 1

Project Funding: (3 years)
Federal $414,435

Number of Project Staff: 1 Full-time

Approach to Career Education. By June, 1976, the end of the third year of the project, all students in grades K-12 will be participating in career awareness, exploratory and preparation activities. In addition, students in special programs and special education will become involved in career education activities. The project also provides the opportunity to matriculate into the Des Moines Area Community College for all students who wish to pursue a career requiring additional education. These students can receive credits for their high school program.

Elementary School (K-6): In 1971-72 a planning committee of elementary teachers and principals reviewed various materials and elected to revise and adapt the elementary materials from Maryland. A pilot project in nine elementary schools was conducted during 1972-73 with emphasis on developing career awareness and self-awareness. In the summer of 1973 the teachers from the pilot schools developed a planning handbook to assist other elementary schools in implementing career education.

Junior High School (7-9): During 1972-73 the program thrust selected by a junior high school committee was to develop broad exploratory programs or units of instruction for each of the 15 occupational clusters described by the U.S. Office of Education. Curriculum ideas were developed in the summer of 1973 in six of these clusters by teachers, business, and industrial personnel. During the three year project all 14 junior high schools will implement a minimum of four programs or units of instruction that meet the needs of their students.

Senior High School (10-12): During 1973-74 planning for this component will take place, but in general, the thrust of the program at senior high school level will be to develop in-depth exploration experiences of sub-clusters within the 15 occupational clusters. In the high schools, exploration and skill development will, for the most part, be attained through laboratory and/or cooperative work experience. Additional training experiences will be possible for pupils through an option to attend Des Moines Technical High School beyond the tenth grade on a full or part-time basis.

Technical High School (10-12): The Des Moines Technical High School is a specialized attendance center which offers vocational education in 26 core areas. Full-time attendance is optional to all pupils within the district and is available on a tuition basis to pupils from adjacent school districts. Project goals for technical high school students include the updating of existing programs through use of advisory councils for curriculum revision and equipment replacement. New programs will be developed to complement the present school offerings.

Handicapped Career Center: The Des Moines Independent Community School District operates special educational programs for the educable mentally retarded, trainable mentally retarded, and the physically handicapped. It is the intent of the project to plan and develop a center for career training for handicapped pupils who do not fit into regular school programs. This center will provide occupational assessment and evaluation for handicapped pupils, sheltered workshop experiences, job training both within and outside the school district, job placement and follow-up. Career guidance activities will include the pupil, his parent, and potential employers.

Career Education for High School Dropouts: The Des Moines Independent Community School District presently provides two centers at which school dropouts may pursue additional educational experiences and may graduate from high school. It is the district's goal to provide career education activities at these centers to better serve out-of-school youth. This will be accomplished through program development with respect to the 15 occupational clusters as in the junior high and senior high schools. Work experience education programs will be emphasized. Additional career education services will be provided through arrangements with the high school, the area community college, and occupational training programs in the private sector. Career evaluation and assessment services will be available through the Career Evaluation Center at the Des Moines Area Community College.

Career Guidance Services: A guidance study started in 1970 revealed that the district might well make better use of guidance personnel through different organizational procedures. As a result of that study, the East Area Guidance Project was started in 1971. This program uses differentiation of staffing to provide vertical articulation of guidance services for grades K-12. A goal of the school district is to extend this organization for career guidance throughout the district. The areas selected for early implementation include those schools that serve the Community Development Agency's six prime service areas. A second activity in the career guidance services area is the continuation and updating of the Career Interest Survey. This survey was implemented this year as a joint effort with the Des Moines School District, the Explorer Division of the Mid-Iowa Council on the Boy Scouts of America, and the Polk County Board of Education. The survey is administered to 18,000 students in grades 7-12. The computerized results of this information are used to assist junior and senior high school counselors to design career education activities, field trips, resource speakers, etc., assist the students with their future educational planning, and provide a planning base for new program development. A third activity is the development of multimedia centers for career education materials within each of the 20 secondary schools. The selection and use of instructional materials in these centers will be based upon the requirements of career education programs and guidance services needed by school pupils.

Career Placement, Job Development and Follow-Up: In 1970 the Des Moines Independent Community School District started a career placement and follow-up program. The program originally proposed to place technical high pupils and graduates in full and part-time entry level jobs. It is a goal of the district to extend those services to the total district and to assure that every student who leaves the institution is placed in a job or in a continuing education program. In addition, the service would assist school pupils in finding summer employment and part-time work. In order to coordinate these services for the entire district, it was necessary to develop a career placement center. This center will provide the services listed above along with identifying and filing job opportunities that are available in the community. It is hoped that this center can be coordinated with the other agencies in the community involved in placement. The services of the center will be available to pupils while they are enrolled in the school, upon graduation, and for a period of time after graduation. The successful continued development of career education programs and career guidance activities will be contingent upon information derived from former recipients of the services. Another function of the career placement center will be to conduct a student follow-up survey every two years.

Vocational Youth Organizations: At present, pupils enrolled in career programs in the Des Moines schools participate in only a part of the available vocational youth organizations. These include DECA, OEA, and VICA. It is a project goal to expand the number of organizations that pupils may participate in and increase student participation in these organizations. Career education staff members will develop handbooks for the planning and operation of youth organizations.

Public Information and Communication: The public must be kept informed about the nature of career education programs and the occupational needs of both today and the future, as they relate to the implementation of career education in Des Moines. This comprehensive campaign should use all of the existing media in the community, public displays, and speaker presentation to carry the message to the community.

Post-Secondary Career Training: The Des Moines Area Community College and the Des Moines Independent Community School District will cooperate to design vocational programs that provide learning continuity for pupils. As the high school programs are developed, pupil needs for training beyond the twelfth grade will be identified. Area school staff will work with the high school staff to plan program articulation through the development of challenging exams.

Project Staff. The project will operate under the supervision of the Superintendent, and will be coordinated with the Career Education Division of the State Department of Public Instruction, the County Board of Education, and the City of Des Moines. The project director will be responsible to the directors of elementary and secondary education and will work with all supportive service directors and their appropriate staffs. The project staff will include a full-time director and other part-time existing administrative staff as needed to carry out the objectives of the project.

Training. As each component of the career education program is implemented, it will be necessary to provide inservice training to the staff involved. Update sessions will be necessary as new staff members are added to participating buildings. Special arrangements with cooperating colleges and universities will be made so that inservice activities will contribute toward graduate credit and recertification requirements for teachers. The Des Moines-Drake Institute, an intermediate agency formed between Drake University and the Des Moines Independent Community School District, is presently working through a career education committee to develop pre-service and inservice programs for teachers involved in career education.

CAREER DEVELOPMENT IN EDUCATION
Humboldt Community School District
Humboldt, Iowa

District and Project Information: 1973-1974

District Population: 8,000

Type of Area: Rural

Students' Background: 100% White

Annual Family Income: 30% $10,000-14,999
20% $20,000 or more
20% Under $5,000
15% $15,000-19,999
15% $ 5,000-9,999

Contact Person:

Mr. R. Wesley Carlson
Superintendent
Humboldt Community School District
900 Sumner Avenue
Humboldt, Iowa 50548
(513) 332-1330

	District Schools	Project Schools
Number of Schools	4	4
Grade Levels	K-12	K-12
Number of Staff	110	110
Number of Students	1775	1775

Years of Project Operation: 3

Number of Project Staff: 1 Part-time

Project Funding:

State	$ 5,000
Local	20,000
Total	$25,000

Approach to Career Education. In the development of a goal structure for the Humboldt Community Schools it was determined that the curriculum available to students should, among other things, (1) provide for "career experiences which will give students factual information, skills, appreciations and understanding of the world of work" and (2) "design the educational experiences engaged in by each student in such a manner as to develop in the students feelings of personal worth and pride in accomplishment." With these as stated objectives it was obvious that the Humboldt District would welcome the opportunity to become involved in a career education project. At all levels K-12, strong emphasis is placed on developing a positive self-concept in the individual student, a necessary prerequisite to a realistic evaluation of vocational information. The program presents general vocational information, emphasizing the interdependency of people. The primary level is most concerned with awareness of the world of work and development of a positive self-image. The intermediate level concentrates on understanding self and the working world. The junior high level promotes exploration and knowledge of areas which interest a student. The senior high level provides assistance for vocational and educational planning. Parents are asked to share in student objectives.

Project Staff. The staff includes a curriculum coordinator who acts as director of career education, supervisor and coordinator of activities, and director of the Career Education Advisory Council. Building principals work closely with the curriculum coordinator to assure program coordination. Guidance counselors act as consultants to students, parents, teachers and administrators, and librarians collect and classify career education materials. The steering committee members serve as resource people and help in the development of the program and the Advisory Council meets once every two months to plan and evaluate.

School staff. All staff members are involved in the career education program.

Training. Training began in cooperation with Iowa State University, the originator of the project. The local school has developed inservice programs to train teachers and develop the philosophical base.

Community Resources. Parents, employers, employees and all people interested in the growth of the community were asked to join the Humboldt educators in helping to make students more self-aware and more aware of the world of work. Thirty five community patrons were invited to serve as an advisory committee. They assisted in identifying community resources.

Curriculum Materials. Numerous materials and activities were developed for grades K-12 and were incorporated into the basic curriculum. These included teacher workshops, curriculum units, books, films and arrangements for field trips, etc.

An Idea That Worked. At the eighth grade level, all students were exposed to resource people representing the basic fifteen occupational clusters. Each student spent thirty minutes with a community leader who discussed vocational opportunities associated with a general cluster. The project was well received by students and produced significant community involvement in an educational experience.

MODEL FOR CAREER EDUCATION IN IOWA
Marshalltown Community Schools
Marshalltown, Iowa

District and Project Information: 1973-1974

Contact Person:

Mr. Richard Doyle
Director of Elementary Education
Marshalltown Community Schools
317 Columbus Drive
Marshalltown, Iowa 50158
(515) 752-4583

District Population: 25,000-99,999

Type of Area: Rural

Students' Background: 99% White

Annual Family Income: 40% $10,000-14,999
30% 15,000-19,999

	District Schools	Project Schools
Number of Schools	16	16
Grade Levels	K-12	K-12
Number of Staff	400+	400+
Number of Students	6,700	6,700

Years of Project Operation: 3

Project Funding:

Number of Project Staff:

Definition of Career Education

All those experiences provided by the school and community to help make one's career meaningful and satisfying.

Materials

1. Career Development Activities (by subject area, one for science, one for health, etc.)
Print, microfiche, 200 pages each, intended for teachers, grades K-6.

Marshalltown, Iowa

The Project

Finances. The Marshalltown Community Schools is one of nine districts involved in a project directed by Iowa State University, designed to develop a model for career education. During this year, Marshalltown received $400 directly for materials. The remainder of project funds are managed through Iowa State University. All on-site work is conducted by personnel paid by the school district.

Project Staff. The on-site coordinator of project activities in Marshalltown is the Director of Elementary Education. In this role, the coordinator has made career education one automatic focus of all of his work with the school staff. The project staff are based at Iowa State and work directly with the school staff, primarily in the areas of training and developmental work. In the first year of project operation, only about 10 percent of the elementary schools in the district were involved in the project. This year, all schools in the district were involved.

Training. When the project began, the project staff and consultants from higher education institutions conducted training. This year, local school staff also conducted some training. Next year, all three groups will continue to provide training. About 10 percent of the teachers in the district have been involved in training. In the past, training has included an orientation to career education and information about the world of work and teaching techniques in career education. This year, teachers were guided in developing curriculum materials. They participated in demonstrations, trips, and group and individual discussions with project staff. Training took place before, during, and after the school day, and during the summer. All of the materials used in training are locally developed, and most are materials for teachers rather than students.

Curriculum Materials. All of the career education instructional materials used in the district are developed by school staff. Most are materials for teachers. All materials are in print form and have been developed since the project began. Collections of career development activities by subject area, such as science or health, have been developed at the elementary level. School staff are currently completing similar collections of activities for junior high and senior high students.

Community Resources. The school staff have identified and cataloged community speakers and materials, student work sites, and school staff work sites. They make arrangements for use of these resources and also arrange for community trips.

Public Information. Within the district, the school staff provide information to parents, employers, and other community organizations. They do so by speaking at meetings, preparing news items, and inviting visitors to the project. The staff disseminate information outside the district by attending meetings, inviting visitors, and sending locally-developed curriculum materials when requested.

The School Instructional Program

Staff. In this district, classroom teachers and guidance counselors carry out career education instruction. About three fourths of the school staff and one third of the parents in this district actively participated in career education this year. A greater number are expected to participate next year.

Content. This district uses the definition of career education stated above and a broad set of goals, including, "Every student will graduate from high school with a salable skill," "Every high school graduate will enter further education or immediate employment," and "Every high school graduate will have made a tentative career choice." This district worked with the eight other districts in the Iowa State project to develop detailed career education objectives. Each individual district then developed collections of activities to help students meet these objectives. The content of the career education curriculum deals with work, citizenship, family life, leisure, ethics and morality, and esthetics. It contains vocational education. The content of career education does not differ from the regular curriculum.

Methods. The methods used to teach career education differ from those traditionally used in that they include more student projects and hands-on experiences. At the elementary level, career education is infused into the subject fields of health education, language arts/reading/English, mathematics, physical education, science, and social studies. At the secondary level, it is infused into business and office education and distributive education, as well as English, mathematics, physical education, science, and social studies.

Evaluation

Internal Evaluation. An internal evaluation of the project conducted this year used interviews, questionnaires, and tests with students to evaluate the effect of the career education curriculum on pupil learning, behavior, and self-concept.

External Evaluation. An external evaluation of the project was conducted by a university this year. The evaluators used interviews, questionnaires, and tests with school staff and students. They also reviewed products in the district. They used the information they collected to evaluate the extent and quality of implementation of career education, and the acceptability of career education to all school staff and students.

MUSCATINE CAREER EDUCATION PROGRAM
Muscatine Community Schools
Muscatine, Iowa

District and Project Information: 1973-1974

Contact Person:

Dr. David K. Maxwell
Director of Career Education
Box 97
1403 Park Avenue
Muscatine, Iowa 52761
(319) 263-7223

District Population: 23,000

Type of Area: Small Town and Rural

Students' Background:

Annual Family Income:

	District Schools	Project Schools
Number of Schools	14	14
Grade Levels	K-12	K-12
Number of Staff	325	325
Number of Students	7,000	7,000

Years of Project Operation: 1

Project Funding:

Number of Project Staff: 1 Full-time

Approach to Career Education. Within a three-year period, a comprehensive K-12 career education program will be planned and implemented. The program will be planned by a career education advisory council interacting with faculty committees. Career education guides will be prepared by faculty for use in implementing the plans. All teachers and guidance staff will participate. The overall goal is to establish a comprehensive K-12 career education curriculum which responds to the educational needs of the entire student body. Planning of the career awareness program is well under way. The career awareness guide is complete, and similar guides will be prepared next summer for the exploratory and career development phases of the work. Community involvement will be extensive and will incorporate cooperative work experience, work study, work observation, guest speakers in the classroom, and planning activities involving parents, business, and industry.

Project Staff. All school staff will be involved in implementing career education. A full-time director of career education is directing the program in grades K-12. Implementation will occur simultaneously in all elementary schools in the fall of 1974. It is also being planned for all secondary schools in the fall of 1975.

School Staff. A representative from each elementary school and department chairmen from secondary schools are involved in project planning. Inservice training activities and classroom demonstrations are scheduled. Elementary teachers must both teach and counsel. Secondary counselors will play an active role in the development of decision-making skills and in the dissemination of occupational information.

Training. The district held a one-day districtwide career education inservice training session in March, 1974. The director of career education has also worked with small groups of teachers in each school. A two-week workshop was recently conducted for the career awareness committee. The director of career education and an elementary principal coordinated this workshop. Activities included joint planning with the city library staff, interaction with the career education advisory council, review of all available commercially produced materials, and the development of a career education philosophy. In addition, this group was concerned with goal identification, planning of the scope and sequence of instruction, development of sample units for integration into the present curriculum, development of a three-year career awareness plan, and plans for program evaluation.

Community Resources. This program relies heavily on its career education advisory council to assist in locating or suggesting community resources. Public agencies and service organizations have been especially cooperative in providing guest speakers, persons for students to interview and work situations of various types. The public library has developed an extensive collection of career education materials and has displayed those materials in prominent locations. The local radio station devotes one or more public affairs programs per month to a career education topic. The director of career education and at least one other person usually participates in these talk shows. The local newspaper has been very helpful in providing space both in "Educator's Forum" and for press releases. A number of special articles have also been written about career education.

Curriculum Materials. A career awareness guide has been developed for use by teachers in grades K-6.

Materials produced by the project are described below:

1. *Career Awareness Slide-Tape Presentation*.
   Slides and cassette tape, 15 minutes; intended for inservice training and public information, grades K-6.
2. *A Guide for Implementing Career Education at the Elementary Level*.
   Print, 259 pages; intended for use by teachers in grades K-6.
3. *Dimensions*.
   Print, 50 pages; intended for use by teachers in grades 7-12.

An Idea That Worked. The work in career education is locally initiated and locally supported. It has had an excellent response from the community thus far.

TAXONOMY AND PROFILES
OF
CAREER EDUCATION

VOLUME III

Prepared for the

OFFICE OF CAREER EDUCATION

UNITED STATES OFFICE OF EDUCATION

POLICY STUDIES IN EDUCATION
A Department of the Educational Research Council of America
52 Vanderbilt Avenue
New York, New York 10017
212-684-6940

Henry M. Brickell
Carol B. Aslanian
Rena Grossman
Laurel J. Spak
Mary Callaway
Katharine S. Smith

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INTRODUCTION

In the Summer of 1974, Kenneth B. Hoyt, Associate Commissioner, USOE Office of Career Education, sponsored and presided at 20 Career Education Mini-Conferences in Washington, D.C. Over 250 project directors and classroom teachers representing over 250 career education projects for elementary and secondary students took part. The participants were updated on USOE policy in career education, described what they were doing at home, exchanged information with each other, and contributed locally-made materials to the USOE Career Education Library.

Policy Studies in Education, a department of the not-for-profit Educational Research Council of America, was commissioned to attend the conferences, interview the participants, develop profiles of their projects, analyze the status of career education nationwide, and prepare a taxonomy to map the past and help guide the future of USOE funding policy in career education.

Policy Studies in Education developed a series of four volumes, of which the present volume is one:

I. TAXONOMY OF CAREER EDUCATION

--A general description of the national movement as revealed by a representative sample of the profiles. This volume highlights features found in many projects and identifies significant patterns of activity.

II. PROFILES OF CAREER EDUCATION

--Alabama - Iowa

III. PROFILES OF CAREER EDUCATION

--Kansas - New Mexico

IV. PROFILES OF CAREER EDUCATION

--New York - Wyoming

The TAXONOMY is designed to characterize, summarize, and generalize about the career education movement after a half decade of energetic activity. USOE has purposely left a great deal to local imagination and local initiative. The TAXONOMY contains the harvest of the major ideas and activities that constitute the practice of career education in elementary and secondary schools today.

The PROFILES are designed to tell enough about each project to let the reader know whether he should write to the local project director for more information. There is of course much

more to the projects than can be told in the few pages devoted to each of them.

All profiles have a common statistical section although in some cases local personnel did not supply the requested information. The profiles differ in narrative treatment depending upon whether the profiles were written by the staff of Policy Studies in Education (about one-third of the descriptions) or by local project personnel (about two-thirds of the descriptions). Some school districts have more than one project and thus are represented by more than one project description.

The profiles have never been reviewed by local project personnel. They were rushed into print just as soon as they were completed in the hope that they would be immediately useful, saving the weeks or months of delay that local editing and approval would have required. Apologies are due to local projects which have been in any way misrepresented in these descriptions.

Taken together, these four volumes contain the most definitive description of career education available.

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LAWRENCE CAREER EDUCATION
Lawrence Unified School District Number 497
Lawrence, Kansas

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Rural and Suburban

Students' Background: 88% White
6% Black
5% Other

Annual Family Income:

Contact Person:

Ms. Mary Ashby
Career Education Consultant
Unified School District Number 497
2017 Louisiana
Lawrence, Kansas 66044
(913) 842-6222

	District Schools	Project Schools
Number of Schools	20	20
Grade Levels	K-12	K-12
Number of Staff	454	454
Number of Students	7,684	7,684

Years of Project Operation: 3

Number of Project Staff: 1 Full-time

Project Funding:
Federal VEA $215,608

Approach to Career Education. The Lawrence site was chosen as the rural-urban model for the development of a K-12 career education program in Kansas. The Lawrence program followed the model established by the United States Office of Education. At the elementary level an effort was made to broaden the base of students' knowledge of occupations in order that they might make a realistic occupational decision at a later time. Exploration was stressed at the junior high level as opportunities were provided for students to try out different job roles. Preparation at the senior high level with definite skill development and actual work experience was stressed.

As teachers and staff worked with career education in the district, three basic components evolved. These are the world of work, the total occupational development of the individual; self-development, becoming knowledgeable of oneself in order to achieve self-acceptance and personal fulfillment; and consumer-economics, development of consumer and decision-making skills. Because the only certain future we can promise our students is change, we must help each individual to have a broad, firm base of knowledge about himself and his environment and the world of work in order to make a realistic, individually meaningful educational and career choice.

Teachers were encouraged to use career education as it related to their subject matter in three basic ways: resource speakers in the classroom, tours for the students into businesses and industries, and a variety of activities in order to help the students make application of classroom knowledge to skills and attitudes needed in the outside world. It is estimated that approximately 2,000 community people were involved in the three years of the program.

A central career education library was developed. The teachers checked these materials out for use in their classrooms as it related to their subject matter. Special techniques used in the district in order to implement career education included inservice training for teachers, slide presentations to parent and civic groups, interviews, career fairs, newspaper articles, radio and television, development of a high school career center, and various other methods.

Project Staff. During the three year span of the project 4.25 full-time persons were employed in the development of this program. The director of the career education program was employed for 42 percent of his time as part of his position as Director of Federal Programs. There were two full-time secondary consultants, a full-time elementary consultant, and a secondary industrial and practical arts consultant for one-half of his time. The project staff served all the schools in the district. The staff was developed as a resource unit to assist teachers and principals to understand the concepts of career education, develop and acquire appropriate instructional materials, arrange for resource speakers and tours, provide inservice for teachers during the summer and school year, and assist in school and community public relations. For the 1974-75 school year, one full-time consultant has been given the responsibility of working with all levels, K-12. This consultant will be available in the district to continue to act in the resource capacity as well as to help further develop career education methodology at all levels.

School Staff. Teachers were responsible for carrying out the career education emphasis at their level and in their area of instruction. At the elementary level 80 percent of the elementary teachers were voluntarily involved in career education while at the secondary level, approximately 50 percent of the teachers were involved at the close of the three year period of funding. Guidance counselors, especially at the junior and senior high levels, were instrumental in developing many projects used in the district, such as the career center, career fairs and career seminars. The vocational educators were also very supportive of the program and were an important part of the program's success.

Training. Inservice as a necessary component of a new career education program has been very evident in Lawrence. Through the cooperation of Kansas State University in Manhattan and the University of Kansas in Lawrence teachers have had an opportunity to work for graduate credit through inservice workshops and courses. Inservice training provides an opportunity for teachers to integrate career education concepts into their thinking, learn more about community resources, and work on curriculum development for their classrooms.

Inservice training for local district teachers was provided on specified inservice days on a regular basis at both elementary and secondary levels. Examples of the teacher training courses and workshops offered are: Occupations Education, Consumer Education Workshop, Social Studies Elementary Curriculum Development, Simulation Learning Workshop, etc.

Community Resources. Teachers were encouraged to have resource speakers in their classrooms as they related to subject matter content. Tours into businesses and industries to view occupations in the field were also encouraged and considered to be a valuable learning experience. It was estimated that approximately 2,000 community resource people and parents have been involved as a result of the career education program in the Lawrence community during a two and one-half year period. Over 50 career education related field trips were taken in 1972 alone. The majority of these were arranged by the career education staff.

The Career Education Resource Notebook was developed as the immediate need for knowledge of available community resources became apparent. Approximately 100 resource speakers and tours were listed in the 1971-72 resource notebook. Revision was made during the summer, 1972, and the completed table of contents was listed with up to 35 entries under each category. Two of the three ring, looseleaf notebooks were placed in each elementary school, four in the junior high schools and eight at the high school. One notebook was designated to be stationary with the others available to be checked out to teachers. Additional tours and resource speakers were added as teachers made recommendations to the career education office.

The Lawrence Chamber of Commerce has cooperated in locating particular speakers, or in providing materials for use in the schools. Also, a listing of Chamber members has been added to the resource notebook for the schools.

During the spring of 1972, ten high school science students received supplementary training in their particular field of interest from the Museum of Natural History at the University of Kansas in Lawrence. Each prepared a presentation and specimen which could be used in an elementary classroom. Five of the students eventually qualified as resource speakers in the classroom. Thirty-two presentations were made to 50 classes in grades K-6 involving 1,083 students. Topics included snakes, amphibians, spiders, lizards, and ornithology. This project offered mutual benefit to both the elementary and high school students.

A good percentage of the Lawrence school district's work-study programs existed or had their beginnings before the federal funding of the career education project. These programs were distributive education, office education, cooperative industrial training, and data processing.

A high school special education program was developed with the aid of the federal funds that was designed to prepare the student for adult life upon graduation from high school. During the senior year, the emphasis for these students shifted toward work experience through supervised on-the-job training.

Federal monies also helped to supplement the program that was designed to meet the "special" needs of students who might be classified as having high potential for being school dropouts. TRADES, Training and Related Academics Designed for Economic Success, was a full day, off-campus, "self-contained" program. The students worked on regular high school courses during the morning and in the afternoon were employed in the community with the coordinator of the program acting as their supervisor.

Curriculum Materials. Teachers developed materials for their own classroom during the workshops and/or classes. In addition, at the elementary level a committee of teachers and principals combined efforts to write a career education curriculum for the social studies area. This was written to supplement the Allyn-Bacon Social Studies Series, K-6. The curriculum was ready for field testing during the 1972-73 school year by all the elementary teachers of the district. The curriculum was then revised by a selected committee during the summer of 1973 to include teachers' suggestions and ideas. The costs for the 1973 workshop and the printing of the revised guide were funded by district monies in order that the curriculum might be in final form for the 1973-74 school year. This was distributed to every elementary teacher in the district.

A handbook of activities was developed which could be used as a guide in implementing the career education program in grades K-6. It was compiled by the elementary consultant on the career education staff in Lawrence. It contains 34 pages of suggested activities, many of which have been tested and found successful by the elementary teachers. Commercially available materials were used in the junior high schools.

Student projects in the common learning area used career education materials for research about specific occupations. Resource speakers and tours for common learning teachers are arranged to fit specific subject areas and time schedules.

During the 1973-74 school year, the high school industrial arts teachers worked with Kansas State College, Pittsburg, Kansas, to develop a new curriculum for their department. It is an industrial education program with clusters of courses in Materials and Processes, Visual Communication, Power Conversion and Energy Transmission, and Industrial Related Courses. The program extends over the three year high school program and leads to either further vocational or college training.

The high school home economics teachers participated in a workshop this summer, 1974, to develop career education emphases in their high school courses.

Many materials were purchased for the district with federal monies. These included filmstrips, 16mm. films, books, magazines, curriculum guides, pamphlets, and other materials that became available. These materials were located in a central library for distribution to teachers upon request. A complete materials guide has been given to every teacher in the district for their information and use.

Materials produced by the project are described below.

1. Lawrence Career Education, 1972.
   Print, 30 pages, intended for the community.
   Describes activities at all grade levels.
2. Elementary Activities Booklet.
   Print, 34 pages, intended for teachers, grades K-6.
   This contains a critique of projects used in the district with sufficient information for others to adapt the project to their own classes.

3. Career Education Interdisciplinary Forum for Secondary Educators.
   Print, 250 pages, intended for students, teachers, and the public, grades 10-12.
   This contains speeches given during the Forum and additional information disseminated during the conference.
4. Elementary Career Education Social Studies Curriculum.
   Print, 125 pages, intended for teachers, grades K-6.
   Curriculum developed for each level to supplement the Allyn-Bacon Social Studies Series to include the career education emphasis.
5. Junior High Home Living Curriculum.
   Print, 250 pages, intended for teachers of home economics, grades 7-9.
   This teachers' manual contains the intended course outline for the following three courses: Design for Living, 7th grade; Topics for Teens I, 8th grade; and Topics for Teens II, 9th grade.
6. Materials and Processes.
   Print, 60 pages, intended for junior high industrial arts teachers.
   This is a notebook which contains both teacher and student materials for a semester course.

An Idea That Worked. A staff of 13 teachers and 300 students participated in the Simulated Community during March and April, 1973.. Dr. Richard Schusler, School of Education, University of Kansas, directed the game which was the result of a year of planning and involved 20 college of education students over the 1972-73 school year.

The simulated community involved a supermarket, post office and bank. Students were issued checks to be cashed at the bank each week. Letters were written within the school with stamps purchased at their post office and these were distributed within the school to each room. The supermarket included actual food materials sent from major food companies, with shelves, shopping carts, and cash registers lent from Kroger Food Center.

The students participated in the community by simulating the different job roles required in the community. They realized that each job was needed for the efficient functioning of the community regardless of the "status" involved.

As an integral part of the study of the community, at least six resource persons, representing a supermarket, post office or a bank, spoke to each classroom. At the close of the simulation games, each class made two visits to one of these businesses. The simulated community and related activities provided worthwhile learning experiences which continued throughout the year.

Another Idea That Worked. On April 11, 1973, 220 ninth grade students from South Junior High visited the job sites of their choice for a full day. Business persons in the community were asked to participate by either a staff member or a counselor at South Junior High. Business stations were chosen for students based on job-choice questionnaires filled out by students nearly three months earlier.

Teachers were able to build on this experience in their classrooms during the remainder of the school year through career units. Out of the 220 students participating in this experience, 212 of the students definitely thought that this activity should be continued for next year. Interestingly enough, during their on-the-job experience nearly 50 percent of the students changed their minds as to what occupation they were interested in for the future.

CAREER EDUCATION
Unified School District #480
Liberal, Kansas

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural and Small Town

Students' Background: 60% White
25% Black

Annual Family Income: 35% $10,000-14,999
25% 5,000- 9,999
20% 15,000-19,999

Contact Person:
Ms. Deanne Coward
Career Education
Box 949
Liberal Area Vo-Tech
Liberal, Kansas 67901

(316) 624-2551

	District Schools	Project Schools
Number of Schools	10	10
Grade Levels	K-12	
Number of Staff		
Number of Students		

Years of Project Operation: 4

Number of Project Staff: 1 Full-time

Project Funding:
State Exemplary Project Funds $18,000
Total $18,000

Approach to Career Education. This career education project originally focused on the elementary schools in the district but is now expanding to the junior and senior high schools. The program is designed to offer students preparation to live a productive and rewarding life. Teachers had previously been teaching only subject matter. Now they relate what they teach to how students will use it, which gives the entire curriculum a more practical aspect Career education in this district parallels vocational education. It makes great use of student participation activities such as field trips and hands-on experiences. Older students also serve as resource people to teachers in lower grades. At the elementary level career education is integrated in almost all areas. At the secondary level it is integrated in the subject areas of drama, speech, social studies, business, and English. Teachers are working to integrate it into other areas in the future.

Project Staff. The project employs one full-time coordinator. The coordinator spends about half of her time with the elementary school staff, 20 percent with the junior high school staff, and 20 percent with the senior high school staff. She works most often with teachers but also spends some time with guidance counselors, administrators, and librarians. The coordinator spends the remainder of her time working with community members. The project has a 6-10 member advisory committee composed of principals, teachers, parents, employers, and other members of the public.

School Staff. Classroom teachers carry out career education instruction in the district. About 75 percent of the elementary teachers and 10 percent of the junior and senior high school teachers actively participate in career education. The project is working toward involving all teachers in the district in career education.

Training. The project coordinator, with help from local school staff and consultants from non-school organizations has oriented teachers, administrators, students, parents, and the business community to career education. This orientation has included two 3-hour workshops, demonstrations, and group discussions with the project coordinator. These sessions focused on the use of community resources and the development of curriculum materials which teachers could use in their own classrooms. About 70 percent of the training materials used were locally developed. The remainder were drawn from both commercial and non-commercial sources. All of the workshop materials were intended for use by students. School staff can receive college credit for participation in training activities.

Community Resources. In one of the first orientation workshops, the project coordinator worked with teachers to develop a community resource book, which includes speakers, trips, and materials available in the community. To prepare this book teachers visited local citizens, explained the career education program, and enlisted community aid for the program. Both the project coordinator and teachers have remained in touch with these people in order to arrange for trips, visits, and classroom speakers.

Curriculum Materials. The project coordinator and teachers have reviewed many commercially-prepared career education materials and have selected certain film strips, records, cassettes, and books for purchase. Some of these have been placed in classrooms and others circulate throughout the district. Many teacher-designed materials have also been used throughout the project. Some have been written up in career-pacs and have been shared throughout the state. Teachers have also developed suggested classroom activities in career education for each grade level. In addition they have prepared a listing of the library books and audiovisual materials available in the district which are related to career education. A final teacher-developed aid is a book of bulletin board ideas relating to the world of work. About half of the materials used in the district are locally developed and the remainder are commercially published. Most of the materials are designed for student use, primarily at the elementary level.

Materials produced by the project are described below:

1. Books of Classroom Activities in Career Education
   Print, elementary-15 pages, secondary-50 pages, intended for teachers and the community, one-grades K-6, one-grades 7-12.
2. Career-Pacs (many at each grade level)
   Print, 5-20 pages, intended for teachers and students, grades K-12.

3. Bulletin Board Book
   Print, 20 pages, intended for teahcers, grades K-6.
   Includes bulletin board ideas for career education including pictures and drawings, materials, and suggestions for assembling resources. Organized by month and special holidays.

An Idea That Worked. Fifth and sixth grade students at one grade level were involved in a month long career education project. The project began with a survey of the occupational interests of the students. After each had chosen the two careers he was most interested in learning more about, the pupils began their research. Students used kits and library materials and conducted actual interviews with workers in the chosen occupations. After the students had gained a deeper understanding of the responsibilities of workers, classroom speakers were invited. The four classroom visitors described careers in law, telephone installation, veterinary medicine, modeling. Students became very involved in this project and demonstrated a much greater awareness of the employment world.

CENTRAL KANSAS CAREER DEVELOPMENT PROGRAM
Central Kansas Area Consortium*
Newton, Kansas

Area and Project Information: 1973-74

Area Population: 100,000-499,999

Type of Area: Rural, Small Town, and Suburban

Students' Background: 92% White
8% Other

Annual Family Income: 35% $10,000-14,999
20% $20,000 or more
20% $15,000-19,999
20% $ 5,000- 9,999
5% Under $5,000

Contact Person:

Ms. Mary W. Kosier
Project Supervisor/Coordinator
Central Kansas AVTS
Box 545
Newton, Kansas 67114
(316) 283-0930

	Area Schools	Project Schools
Number of Schools	114	
Grade Levels		
Number of Staff	1,700	75
Number of Students	28,153	1,500

Years of Project Operation: 3

Project Funding:
Federal Title III $41,831.00

Number of Project Staff: 2 Full-time

Approach to Career Education. This project approaches career development as a life-long process which is influenced by a person's education, work and leisure activities. This is based on the hypothesis that all individuals, in their growth and developmental process, should have experiences that will help them plan and pursue their own interests, to evaluate their own abilities, and to come to decisions about their lives. The project's goals are that the student become aware of himself and the world of work which will enable him to make life career decisions and that he be able to relate his education to his life and career development. In phases I and II of the project the coordinator became directly involved with selected teachers in grades K-12 on an experimental basis. This produced very positive results. Phase III (1973-74 school year) focused on the implementation of career development modules in specified middle and junior high school classrooms, and the introduction of a counselor education process to increase professional skills in career guidance at the secondary and post-secondary levels.

Project Staff. The Central Kansas program is designed to implement career development in grades K-12. The area director of the Central Kansas Area Vocational-Technical School was instrumental in the planning of the program. Those charged with coordinating the development of alternative approaches to the career development process are the supervisor and the coordinator of the project.

*The program and the Central Kansas Area Vocational-Technical School (AVTS) serve 18 school districts.

Newton, Kansas

Both these persons are fully certified guidance counselors and devote 100 percent of their time to project-related activities.

School Staff. Twenty-four area guidance counselors representing 16 unified school districts actively participated in one of the programs' School to Employment Processes during the 1973-74 school year. They unanimously agreed to continue the program during the coming school year. Six facilitators implmented the Life Career Development System (LCDS) at four area middle and junior high school program sites in the Spring semester of 1974. Eighty-three percent of the counselors at LCDS sites were involved on a regular basis prior to and during the semester the LCDS modules were implemented. One hundred percent of the facilitators plan to continue using the LCDS modules during the school year.

Seventeen of the 18 participating school districts developed career education activities based on the guidelines of the Kansas Model for Developmental Career Education. There is no way to measure how many teachers actually implemented career development concepts throughout the school year, but requests for assistance and use of materials from our Career Materials Resource Center indicate that involvement was high. Project staff serve as consultants to teachers and conselors. They sometimes demonstrate by working with students, but generally they serve to coordinate activities of the various programs and expand career curriculum options for school personnel.

Training. Inservice for occupational opportunity development was facilitated by an extension class in counselor education held by Wichita State University for the 24 area counselors involved in the School to Employment Process (STEP) program. Classes were held at the Hutchinson Community College, a central location for the tri-county area. Leader training for the Vocational Exploration Group, a highly structured group guidance technique, was also completed by participating counselors and through their efforts over 500 area secondary students are sharing job information and developing more imaginative job personalization.

Facilitator training in the Life Career Development System was offered by Dr. Garry Walz and an assistant from the University of Michigan. This workshop was held in the Administrative Center of the AVTS in Newton.

No elaborate, structured teacher inservice was conducted during the 1973-74 school year, although there were many training sessions of short duration. These sessions were held on the day prior to the beginning of school and during teachers' meetings. New and useful ways of implementing career education concepts in the curriculum were discussed. Many of our area teachers have enrolled in career education courses offered at nearby colleges, but they were not considered part of the project.

Community Resources. Developing linkages with area employers is an integral part of the School to Employment Process program. Activities between counselors and employers included interviews to share information and plan for further school/industry joint experiences. Area employers met with project counselors during a Spring meeting to share ways in which they could be of better service to students entering the job market. Plans have been made to increase this to an all-day meeting during the 1974-75 school year.

Newton, Kansas

There is no tally of the number of parents and other resource people from the area who have visited the schools or the number of field trips that have been taken. But, community interest is good and growing.

Materials produced by the project are described below:

1. Occupational Opportunities In The Central Kansas Area
   Looseleaf notebook for students and counselors for grade 9 to adult. Pertinent information regarding employment in companies is described; company brochures and applications forms are included.

2. EXPO
   Quarterly newsletter, 4-6 pages, intended for area and state school personnel. Description of local, state, and national activities and trends in career guidance.

3. Resource Handbook
   Multilith, 64 pages, intended for teachers of grades K-12.

4. Yearly Reports
   Multilith, 80 pages, intended for school personnel.

5. The CKAVTS Career Development Project
   Pamphlet, 16 pages.

A CONSORTIUM APPROACH TO EXEMPLARY PROGRAM DEVELOPMENT INVOLVING TWO UNIFIED SCHOOL DISTRICTS AND TWO TEACHER EDUCATION INSTITUTIONS *

Pittsburg Unified School District #250
Pittsburg, Kansas

District and Project Information: 1973-1974

District Population: 26,000

Type of Area: Small town

Students' Background: 96% White

Annual Family Income: 67% $ 5,000- 9,999
15% $10,000-14,999
15% Under $5,000

Contact Person:

Mr. David L. Huffman
Assistant Superintendent of Instruction and Curriculum
Pittsburg U.S.D. #250
510 Deill Street
Pittsburg, Kansas 66762

(316) 231-3100

	District Schools	Project Schools
Number of Schools	9	9
Grade Levels	K-12	K-12
Number of Staff	190	190
Number of Students	3,300	3,300

Years of Project Operation: 1

Number of Project Staff: 3 Full-time
1 Part-time

Project Funding:

State	VEA Part D	$64,000
Local		16,000
Total		$80,000

Approach to Career Education. Career education in this district is designed to provide the relevance needed in the total curriculum as well as the motivation for youth to stay in school until their individual career plans have been developed and they have acquired salable skills. The project intends to assist youth in obtaining part-time or full-time employment or further education after the public school experience. The program works to help each student increase his self-awareness, develop favorable attitudes about the personal, social, and economic significance of work, and develop and practice appropriate career decision making skills. Curriculum guides at all grade levels are currently being revised to include career education. Career concepts are infused in all subject areas at the elementary level. At the secondary level a new course in career math is offered to tenth graders. Career education in this district contains vocational education. It involves more student and community participation and relates school activities more to the real world of living, needs, and work.

Project Staff. The assistant superintendent for instruction and curriculum serves as part-time director for the project. The project also employs

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* This report describes activities in USD #250 which is one member of the consortium.

a placement specialist, a secondary consultant, and an elementary consultant, all full time. The placement specialist works year round to assist students in obtaining part-time employment while in school or full-time employment or continuing education after leaving school. The consultants serve as resource persons for all teachers in the district. The elementary consultant also acts as a team teacher in the classroom on request. The secondary consultant spends some time working directly with students on career-oriented projects. Project staff also spends some time working directly with community representatives.

School Staff. Classroom teachers carry out most career education instruction in the district. This year about 80 percent of the elementary teachers and 25 percent of the junior and senior high school teachers actively participated in career education. The project staff are working to increase this number.

Training. The project staff have provided training in career education with help from consultants from other school districts, colleges and universities, and local employers. All staff in the district have received an orientation to career education and all of the administrators and half of the teachers, counselors, and librarians in the district have received ten or more hours of training. Training has occured during two week summer sessions and on in-service days during the school year. Sessions have included workshops, group and individual discussions with project staff, trips, and demonstrations. Training has included information about the world of work, the use of community resources, the selection of materials, teaching techniques, and has emphasized curriculum development. Most participants pay tuition to the local college and receive college credit for training activities in the district. Almost all of the materials used in training are developed by the project consultants and teachers. About half are materials for students and half for teachers.

Community Resources. The project staff have explored community resources and published a catalog of available speakers, trips, materials, and student work sites. They are also available to arrange for use of these resources.

Curriculum Materials. Almost all curriculum guides and student materials used in the district are developed by project and school staff. They also identify a few commercial and non-commercial curriculum materials for use in the district. About half of the materials used are for students and half for teachers, many at the elementary level. Almost all materials are in print, although some audiovisual materials are used.

Some materials produced by the project are described below:

1. Student Curriculum Materials.
   Print, 250 pages, intended for students, grades K-6.
2. Curriculum Guide Inserts for All Subject Fields.
   Print, 250 pages, intended for teachers, grades K-12.
3. Career Outdoor Education Experience
   Print, 15 pages, intended for teachers.

Pittsburg, Kansas

An Idea That Worked. Three sixth grade teachers in the district organized Career Outdoor Education Experience for their students. Students spent a Thursday and Friday camping out in a nearby state park. Students cleared an area, put up tents, gathered firewood, and prepared meals. They also participated in study hours they had chosen in advance. Subjects ranged from water pollution and insect study to map making, biking, and fishing. Many staff members and volunteers offered to travel to the state park to conduct these study sessions. Fifteen of the adults even stayed all night. Students were very excited about the entire adventure. They worked very hard on planning for this trip and displayed great motivation in completing follow-up activities.

CAREER EDUCATION PROJECT
Bowling Green Independent School System
Bowling Green, Kentucky

District and Project Information: 1973-1974

District Population:	37,000
Type of Area:	Urban
Students' Background:	86% White 14% Black
Annual Family Income:	$7,398 (median income)

Contact Person:

Mr. Otto A. Mattei
Director
Career Education Project
Bowling Green High School
Rockingham Lane
Bowling Green, Kentucky 42101
(502) 842-3323

	District Schools	Project Schools
Number of Schools	9	9
Grade Levels	K-12	K-12
Number of Staff	290	290
Number of Students	4,808	4,808

Years of Project Operation: 3

Number of Project Staff: 2

Project Funding:

Federal VEA Part C	$165,000
Local	80,000
Total	$245,000

Definition of Career Education

Career education is a comprehensive, systematic educational program which provides relevant and cumulative experiences designed for all individuals, all levels, and all ages, to achieve maximum success in the preparation and performance of various life roles, such as producer and consumer of goods and services, member of a family group, participant in social and political life, participant in avocational pursuits, and participant in aesthetic, moral and religious concerns. Career education is the total effort of public education and the community, aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. Career education will eliminate the false dichotomy between the academic and vocational aspects of the school curriculum. Career education is a lifelong and all-encompassing process; it permeates the total educational program, focusing on concern for the fully-capacitated, self-motivated, self-fulfilled, contributing member of society.

Goals

1. To develop in each student a positive response to the world of work

so that he may become an integral functioning part of society.

2. To instill within the staff the need to respond actively to the world of work in order to guarantee the success of the program.

3. To develop a positive self-image in the child based upon the knowledge that he is a useful, contributing member of society.

4. To create in each child the realization that work has dignity and is a social necessity.

5. To provide, whenever possible, experiences with real work situations within the home, school, and community setting.

6. To acquaint each child with the broad scope of possible career opportunities and materials available in the vocational world.

7. To provide opportunities and experiences necessary to enable each child to realistically appraise his own abilities in the selection of his career.

8. To make the child aware that he is a consumer as well as a producer in our society.

9. To foster respect for the freedom we experience in our economic system by creating positive attitudes toward employment, a desire to raise our standard of living, and a concern to minimize the inequalities existing in our system.

10. To develop in each child the understanding that work is competitive and discriminatory.

11. To instill in teachers, administrators, and counselors the need to become involved in teaching students about work.

12. To impress upon every child that the process of education is not terminal, but that he must continue to study to remain abreast of the new ideas and innovations of his chosen career.

13. To refine and to expand the career education concept in the Bowling Green School System, grades K-12, with emphasis on developing student self-awareness, exploratory activities, pre-technical, pre-professional programs, and research design.

These goals are further expanded in the goals and objectives for the elementary, junior high, and senior high schools, and in the guidance program.

The Project

Finances. The project began in 1971 with $105,000 in VEA Part C. funding. In 1972 the project was funded with a $50,000, VEA, Part D grant. In 1973 the project was funded with $178,740, VEA, Part C funds. A new proposal was submitted each year in order for the project to be funded, as the Bowling Green program was not a three-year grant. Approximately two-thirds of the 1973-74 funding was budgeted for expansion of the Junior High Practical Arts (Exploratory) program; smaller amounts were budgeted for system-wide inservices in each of the schools, for fields trips, and for other purposes.

Project Staff. The project staff includes a project director and a research coordinator. The project director, who works full-time for the project, was formerly a supervisor, and during the first two years of the project had the responsibility of coordinating the program without another project staff member to assist him. The research coordinator, who works full-time for the project, was formerly an elementary level teacher in the school system and a trainer (in-house consultant) for other staff members. The project staff serves all nine city schools. The research coordinator has spent a major portion of her time working with the elementary schools while the project director has devoted his time to working with the junior and senior high schools.

Training. Since the project began in 1971, approximately one-third of the city schools' administrators, teachers, librarians, guidance counselors, and special teachers have received an intensive, paid summer inservice, qualifying them as trainers or in-house consultants for the other staff members. The summer inservices emphasized development of a plan for system-wide implementation of career education through the utilization of in-house consultants' expertise. This plan included development of career education units to be taught during the school year and evaluative instruments for assessing attitudes toward the program at all levels. The project staff has conducted more than eighty hours of paid training for all administrators, teachers, librarians, special teachers, and guidance counselors in the city system. The training emphasized the diffusion of materials and ideas developed during the summer inservice, development of curriculum units to be implemented in the classroom, articulation among and between grade levels, and planning for evaluation of the program.

Public Information. Within the district, the project shares information with a cross-section of the community by involving them as resource persons for career education units. Individual teachers invite one or more resource persons (often parents) to be interviewed by the students, either in the classroom, on field trips, or by conference telephone. Over a thousand resource persons are involved in career education activities annually through this approach. In addition, the junior high Practical Arts program is served by an advisory council from the community who supply input for the exploratory program. Several civic clubs have signed "Human Talent Resource Cards," indicating their willingness to serve as resources for the city schools. Career education activities have been featured at PTA meetings, open houses, coffee hours, in tri-weekly newscasts broadcast by the city schools' human relations specialist, in a city school news page featured six times a year in the local newspaper, and in news articles submitted by individual teachers. Information is disseminated outside the district (and among the schools) through the "Career Education Review," a bi-monthly newsletter featuring activities in each of the city schools, through the services of in-house consultants, and through the State

Visitation Project. The latter is a program implemented in January, 1974, whereby educators from across the state have been participating in on-site visits to the city schools in order to observe career education activities and to gather ideas for planning and implementing career education programs. Locally-developed units are sent as requested, along with a series of articles written about the Bowling Green program. The Bowling Green Career Education Manual for Teachers, Counselors, and Administrators, has been developed for dissemination, as well as a project brochure and evaluative forms used for surveying students, parents, teachers, student teachers, visiting talent, and trainers.

The School Instructional Program

Staff. Teachers and guidance counselors carry out career education activities in the classroom, working closely with special teachers and librarians in program articulation. Each principal serves as a resource person for his or her school. From the initiation of the project in 1971, all of the staff have been involved in the career education program. The local Board of Education has made career education Board policy. It states that "career education shall be an integral part of instruction in all grades and subject areas". New teachers are introduced to the program by the in-house consultants who are responsible for maintaining total staff involvement in the program.

Content. Staff members have developed a creed, goals, and objectives for career education at all levels. Drawing from national and state publications, the project has developed a definition of career education, principles supporting the operational definition, and staff members have developed a matrix stating the elements and goals for career education at each grade level. The career program is not a separate entity from the academic program. Its success is based on its integration into the academic curriculum. Through the project, the students develop basic academic as well as vocational skills. The curriculum has been revitalized, not rewritten, to provide the student with a continuing experience which fosters development of self-awareness in relation to home, school, and community. This is done through field observations and exploratory experiences integrated with classroom instruction in academic skills. The design is structured enough to give the teacher a feeling of security, but encourages creative and imaginative approaches. The language of the career education program is universal so that all teachers can communicate with each other. The program involves the total staff, and is thoroughly integrated in grades K-12. The program is people-oriented and life-centered around the teacher, the students, and the person-in-the-occupation.

Methods. In the elementary grades, students have the opportunity to become acquainted with a variety of occupations, using the U.S. Office of Education's 15 job clusters as a reference point. All schools and all staff members use career education as their strategy for teaching. One or more resource persons are interviewed by the students are part of each unit of study in an effort to humanize the curriculum. Relevancy to subject matter is achieved as students aid in planning their work, using traditional texts and reference materials to relate their application to the world of work and to the resource persons interviewed. The junior high students build upon their awareness of the world of work with the opportunity to experience hands-on activities in the Practical Arts program. This area affords the students a selection of ten of the 15 job clusters for in-depth study and manipulation of the basic tools used in various occupations. Career curriculum units are presented in all classes; recourse persons are interviewed as part of the continuing awareness of the world of work. Intensified guidance at the junior high level assists the student in assessment of himself and his capabilities in order to plan and to prepare for his career. During the high school years, students pursue their tentative career choice with a program of studies which will prepare them for future work. An on-campus high school vocational program provides the students with a variety of experiences for skill development. All academic areas include career education unit studies. Again, the relationship between the subject being taught and its use in the real world is stressed as human resources are utilized. An on-campus placement service offers students employment positions in either part-time or full-time job situations.

Curriculum Materials. One hundred percent of the career education units implemented in the project are developed by the teachers. The project and school staffs also have utilized helpful commercial and non-commercial materials which were pulled together from existing resources or purchased in conjunction with annual ordering of materials and supplies. This project has not relied on packaged or prepared career education materials. Units were developed during the paid inservice hours set aside for career education before or after school hours. A career education resource center in each school houses the units, commercial materials, human resource lists, and other career education resources for that school.

Community Resources. Students at each school have interviewed and cataloged community resource people. The project staff has made available to each school lists of prospective human resource talent from civic clubs. Each visiting resource person is given a certificate of appreciation for his involvement in the program, and is asked to complete a survey to assess his reaction to the program.

Evaluation

Internal Evaluation. The project staff and the teaching staff have conducted an internal evaluation of the project. They have utilized surveys of the teachers, students, parents, student teachers, visiting talent, and trainers; they have also used observations and comments made by participants in the State Visitation Project to gather feedback and reactions to the program.

External Evaluation. A third-party evaluator representing the Southern Association of Colleges and schools has conducted a comprehensive external evaluation of the project, including staff, sequence of events, goals and objectives, processes utilized in the classroom, inservice education plans, cooperative arrangements with institutions of higher learning, the guidance component, the community career education interaction, and the internal evaluation plan. A three-member team, representing the Commission on Occupational Education Institutions and the Southern Association of Colleges and Schools, has conducted an overall assessment of the project. In conducting the evaluation, the third-party evaluator and the three-member team used interviews, on-site visits, observations, and reports from project and school staffs, as well as from students and community representatives. State Department of Education personnel were interviewed, along with staff members from Western Kentucky University, which had conducted a Developmental Review of Bowling Green's Career Education program. The evaluator also reviewed project records, products, and reports.

Materials produced by the project are described below.

1. The Bowling Green Career Education Manual for Teachers, Counselors, and Administrators.
   Print, 108 pages; intended for school personnel, grades K-12. Includes sections for elementary, junior high, and senior high; sample units and surveys; and ideas for implementation of a career education program.

2. "Career Education Review"
   Print, 4-6 pages each; seven newsletters and an extra edition used for dissemination of information regarding school activities to educators.

3. John Cannon Articles.
   Print, 4-8 pages each; a series of six articles describing various aspects of the Bowling Green Career Education Program; intended for educators.

4. Project People
   Print, 16 pages; intended for educators;gives an overview of the program.

5. Project PEOPLE Brochure.
   Print, 2 page brochure intended for educators; describes the focus of the career education program.

CAREER EDUCATION PROGRAN FOR HAZARD, REGION XII
Kentucky Valley Educational Cooperative Board
Hazard, Kentucky

District and Project Information: 1973-1974

District Population: 25,000-99,00

Type of Area: Rural

Students' Background: 98% White

Annual Family Income: 66% under $5,000

Contact Person:

Dr. Owen Collins, Project Director
Career Education Program for Hazard
511 Broadway
Hazard, Kentucky
(606) 439-2311

	District Schools	Project Schools
Number of Schools	107	8
Grade Levels	K-12	K-12
Number of Staff	1,455	
Number of Students	30,000	

Years of Project Operation: 1

Number of Project Staff: 5 full-time

Project Funding:

Federal VEA	$265,000
Local	66,000
Total	$331,000

Definition of Career Education

Career education is the preparation of the student for a successful, satisfying, and meaningful career that is related to the needs of society. It capitalizes on and integrates experiences within the family, the school, and occupational community that develop positive self-awareness. Incorporating the concept that there is dignity in all careers, it is a process that is developmental and sequential from "womb to tomb" that provides learning in awareness, exploration, and preparation for careers.

Goals

1. To develop in students positive attitudes towards self, others, school, and work.

2. To create an awareness of career possibilities.

3. To prepare youth for a successful, satisfying, and meaningful career that is related to the needs of society.

4. To create more relevance in education by integrating the world of work into the curriculum.

5. To capitalize on and integrate the student's experiences of family, school, and occupational community.

Materials

1. Career education curriculum units (about 50)
   Print, 2-15 pages, intended for teachers K-12.
   Each unit is designed for a particular grade level and includes career education activities which cover the content of a group of subject areas such as mathematics, science, English, reading, social studies, and includes library activities in the areas.

The Project

Finances. This project is sponsored by an Educational Cooperative Board which includes thirteen different school districts. This year the project received $265,000 in VEA funds and $66,000 in local in-kind contributions. Next year the project will receive the same amount of VEA funding, but in-kind funding will be increased to $92,000. Forty percent of project funds was spent as compensation for staff development participants. Twenty percent was spent for project staff salaries, and smaller amounts were spent for other purposes.

Project Staff. The Project employs five full-time staff members, all of whom were hired from outside the area served by the board. These staff members are a project director, an Awareness coordinator, an Exploration coordinator, a Preparation coordinator, and a Guidance coordinator. The project director and the Exploration and Preparation coordinators were formerly school administrators. The Awareness coordinator was previously a specialist in the area of language arts/reading/English and the Guidance coordinator held another position outside the school district. The project staff spend about sixty percent of their time working directly with teachers, twenty percent with principals, and the remainder in other ways. This year the project served all of the Junior High Schools and Vocational Schools in the area and most of the Elementary and Senior High Schools. Next year it will serve all the schools in the area.

Training. During last year and this year, consultants from other school districts and from higher education institutions conducted training The superintendents and directors of the thirteen school districts and the coordinator from each district have received an orientation to career education. About half of the principals, a third of the teachers, and some of the librarians and guidance counselors from the area have received ten hours or more of training. The training sessions have included information on the world of work, community resources available, curriculum development, materials selection, and teaching techniques. Sessions have included workshops, demonstrations, trips, and group and individual discussions with project staff. Training takes place after school, in the evenings, and during the summer. Most of the materials used in training are locally-developed materials for teachers.

Curriculum Materials. The curriculum materials used in the area are instructional units developed by grade level to cut across several subject areas. These materials are developed by teachers, are in print form, and are designed for use by teachers. Over fifty such units were developed by teachers during the first year of project operation. The project staff circulates completed units to teachers in all districts served by the cooperative board.

Community Resources. Because this project serves such a large geographical area, arrangements for the use of community resources are usually made within each school or district rather than by project staff.

Public Information. The project staff has shared information about the project within the area by speaking at meetings, sending newsletters, submitting news items to radio, television, or newspapers, and inviting visitors. To share information outside the area, they have attended meetings, invited visitors, and sent locally-developed curriculum materials when requested.

The School Instructional Program

Staff. Both classroom teachers and guidance counselors carry out career education instruction in this area. Over half of the teachers in the area have taught one or more career education units, and sixty percent of the guidance counselors have actively participated in career education.

Content. The project staff has developed the definition of career education stated above and has worked with the career education coordinators from each district in the area to establish the broad goals listed above. Detailed objectives described in terms of student behaviors are stated in each of the career education units developed by teachers in the area. The career education curriculum deals with work, citizenship, family life, leisure, ethics and morality, and esthetics. It contains vocational education.

Methods. The teaching methods used in career education are similar to those used in the regular curriculum, but include more student projects and hands-on experiences. At both the elementary and secondary levels, career education is infused in all subject fields.

Evaluation

Internal Evaluation. No internal evaluation of the project has been conducted.

External Evaluation. An external evaluation of the project has been conducted in each year of operation by the Southern Association of Colleges and Schools. Information was collected by means of interviews, observations, and a review of documents. This information was collected from project staff, school staff, project records, and products. The evaluation dealt with the areas of project staff, project administration, staff training, guidance services, and community involvement.

LIFE CENTERED CAREER EDUCATION
Louisville Independent School District
Louisville, Kentucky

District and Project Information: 1973-1974

District Population:

Type of Area: Urban

Students' Background: 52% Black
48% Other

Annual Family Income: 45% $10,000-14,999
33% 5,000- 9,999

Contact Person:

Mrs. Barbara Preli
Project Director
Life Centered Career Education
Brown Education Center
4th at Broadway
Room 1025
Louisville, Kentucky 40202

(502) 581-5636

	District Schools	Project Schools
Number of Schools	75	30
Grade Levels	K-12	K-9
Number of Staff		
Number of Students	52,000	

Years of Project Operation: 3

Number of Project Staff: 1 Full-time

Project Funding:

State	EPDA	$ 7,000
Local		16,000
Total		$23,000

Approach to Career Education. According to this project the purpose of career education is to assist the student through preparation and guidance to make realistic decisions that are compatable with his abilities, with his knowledge of self, and with the career opportunities which lead to the implementation of his career-oriented goals. The program prepares the individual to fulfill his role as a citizen, as a worker, and as a family member. At the elementary level career education is infused in all subject areas. At the secondary level it is infused in all subject areas especially math, English, science, and vocational education. All of these subject areas stress the career development aspect of the curriculum. Career education concepts are frequently conveyed through hands-on experiences and laboratory exploratory experiences. Discussion, community involvement, field trips, learning centers, interviews, and research are also used.

Project Staff. The project employs one full-time director who serves 27 elementary schools and three junior high schools. She spends about 40 percent of her time working with elementary school staff, 30 percent with junior high school staff, and 20 percent with the community. She also spends some time working directly with central office staff.

School Staff. Classroom teachers and guidance counselors working in the classroom or outside carry out career education activities in the district. About 20 percent of the elementary school staff and 15 percent of the junior high school staff actively participate in career education.

Training. The project director, vocational education supervisors, and coordinators have conducted training for school staff. All of the administrators in the schools served by the project have been oriented to career education. About a third of the teachers, counselors, and librarians have received training. Sessions have been held on in-service days during the school year, after school, and during the summer. Teachers have received payment for participation. The sessions have included workshops, demonstrations, and group discussions with the trainers. Training has emphasized curriculum development and management techniques. It has also included information about the world of work, use of community resources, selection of materials, and teaching techniques. All of the materials used in training are professional materials and about 80 percent are locally developed. The remainder are drawn from commercial and non-commercial sources.

Community Resources. The project director has compiled a catalog of community speakers, field trips, materials, and audiovisual resources. Teachers usually make arrangements for use of these resources but can request assistance from the project director if they encounter difficulty.

Curriculum Materials. The project director has worked with school staff to develop all of the curriculum guides and student materials used in the district. About 60 percent of these materials are intended for teachers and 40 percent for students. All are in print and about half are elementary and half junior high level.

Some materials produced by the project are described below:

1. Introductory Unit
   Print, 31 pages, intended for teachers, grades K-9.
2. Management Analysis Planning Sheet
   Print, 4 pages, intended for teachers and project directors.
3. Curriculum Units for Each Grade Level (More than 35)
   Print, 5-25 pages each, intended for teachers, grades K-9.

CAREER EDUCATION PROJECT
East Baton Rouge Parish School Board
Baton Rouge, Louisiana

District and Project Information: 1973-1974

Contact Person:

Mr. Thomas L. Miller, Coordinator
Career Education Project
Glasgow Center
1676 Glasgow
Baton Rouge, Louisiana 70808
(504) 387-2141, ext. 140

District Population: 321,427

Type of Area: Urban and Rural

Students' Background: 62% White
38% Black

Annual Family Income:

43%	Less than $8,000
34%	$ 8,000-14,999
14%	$20,000 or more
9%	$15,000-19,999

	District Schools	Project Schools
Number of Schools	107	107
Grade Levels	K-Adult	K-Adult
Number of Staff	5,500	5,500
Number of Students	67,000	67,000

Years of Project Operation: 3

Number of Project Staff: 6 Full-time
10 Part-time

Project Funding:

Federal VEA	$190,248
State	769,887*
Total	$960,135

Approach to Career Education. The initial approach to career education in East Baton Rouge Parish was to communicate its basic concept to educators, parents, students and the community. Subsequently, teachers have infused career development objectives and programs into many areas of the curriculum on a pilot basis. Curriculum units, new courses, and a massive inservice program were developed to field test and implement career education concepts on a K-Adult basis. A system of priorities has been instituted to generate career education at the elementary level in the first year of operation, in the junior high school during the second year of operation and in the senior high school during the third year of operation. The first year of the project was primarily a year of planning with help from the Louisiana State Department of Education and the Vocational Technical Schools and Universities in East Baton Rouge Parish.

Project Staff. The project staff includes a director, an inservice assistant, an elementary helping teacher, a helping teacher to assist with program planning and placement, a media specialist and a career education placement counselor. The inservice assistant has primary responsibility for the junior and senior high schools. Many teachers and supervisors serve as consultants and leaders in the career education program.

School Staff. Supervisors, teachers, administrators, and guidance counselors have helped to develop the new career education programs. In addition, many relevant instructional programs were already operating within our parish. Several curriculum-oriented programs involved school staff during the 1973-74 school year. Professional staff involvement was as follows: elementary--67 percent, junior high--48 percent, and senior high--43 percent.

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*Local support is several times this figure in capital outlay and personnel.

Training. The East Baton Rouge Parish career education staff has arranged inservice activities for 4,995 teachers, supervisors, administrators, students, and parents in communities outside East Baton Rouge Parish. A total of 6,838 exposures to career education in East Baton Rouge Parish have involved teachers, supervisors, administrators, students and parents. During the school year, the main inservice emphasis was on elementary school faculty studies.

The design for inservice in East Baton Rouge Parish provided for three separate, but often complementary, stages: orientation, faculty studies, and in-depth programs. During the orientation stage, our primary interest was in introducing as many school personnel and community leaders as possible to the career education approach. To accomplish this, a pre-school workshop for elementary school principals and supervisors and a one-day orientation for all secondary school principals and supervisors was carried out. Using a specially designed film presentation which was revised at mid-term, 100 presentations were made which directly reached some 6400 persons.

During the faculty studies stage, fifty-two elementary faculties were met with for extended studies dealing primarily with the development of career education skills and techniques. Nine secondary faculties wanted to investigate career education in specific academic areas; assisstance was given to these teachers to prepare separate reports. Three faculties were interested not only in studying about career education, but also in moving toward the initiation of specially designed career units. Work with these faculties is continuing. Their programs will be developed more fully during the summer so that they can implement separate classes in the fall term of the 1974-75 school year. Approximately 1,956 teachers, counselors, and principals have been a part of these faculty studies.

During the in-depth programs stage, the project concentrated on specific projects. Initially, a unit on the Port of Baton Rouge was developed for eighth grade Louisiana History. When the unit was complete, a workshop was held for one counselor, one math teacher, and one science teacher from each of the junior high schools in the parish so they could begin thinking of ways to unite their academic subjects with the Port of Baton Rouge. There was a similar workshop for one counselor, one math teacher, and one science teacher on the senior high school level, to help them tie their academic areas to the vast industrial complex that exists around Baton Rouge. A third effort focused on the three units of work to be taught in middle schools next year (1974-74). Selected teachers will work with officials from Gulf States Utilities, Louisiana National Bank and South Central Bell Telephone to develop a unit uniting careers, academics, and business. These teachers will work on their units during the summer. Elementary school counselors in pilot guidance programs, with the principal and a selected teacher from their school, were involved in a tools workshop. This gave teachers an opportunity to use hand tools so that they could demonstrate use of them in hands-on experiences as a part of career education units. Still another in-depth program was an intensive four-day workshop for the principal and two teachers from each school that were not a part of the 1973 Elementary Career Education Awareness/Motivation Workshop. The purpose of this workshop was to give teachers a knowledge of module development, as a part of competency-based teacher instruction.

Community Resources. More than 500 community people were part of advisory and steering committees that developed a community-related career education program. Many schools developed resource files that list parents and community personnel who can enrich classroom instruction. A community-wide resource file is being generated now for teachers and counselors who cannot locate resources within their local school's file. More than 600 careers will be listed.

Work study and observational experiences in local businesses, hospitals, and industrial plants provide meaningful learning experiences for students.

Curriculum Materials. Most of the instructional materials used in this project are developed by the project staff with the assistance of teachers and consultants from the local community.

Materials produced by the project are described below:

1. Elementary Handbook for Career Awareness and Motivation.
   Print, 93 pages.
2. Elementary Resource Guide.
   Print, 150 pages.
3. Thirty-Four Elementary Curriculum Units.
4. The Port of Baton Rouge.
   Print, 72 pages, intended for grades 7-9. A Louisiana Social Studies Unit.
5. Career School Community Working Paper for Junior High School Exploratory Students.
   Print, 11 pages.
6. Career Education Brochure.
   Print.
7. Community Resource Directory.
   Print, all grades.
8. Nine Monthly Newsletters.
   Print.

In addition to curriculum materials, almost 400 pages of state and federal project and evaluation reports have been developed.

Baton Rouge, Louisiana

An Idea That Worked. A massive staff development program was organized to develop career education programs at the elementary level (76 schools). In a pilot project, two elementary faculties utilized a modified technique of the Cobb County Georgia schools. During June 1973, a teacher-counselor workshop for 44 elementary schools was organized. In August, all principals and staff members were invited to observe and participate in a career education workshop that focused on subject matter tie-in, occupational information, resource persons, role playing, hands-on activities, and field trips. Now, all elementary schools have one or more teachers and counselors who can implement career education in the classroom.

Another Idea That Worked. Vocational experiences were provided in five classrooms by extending school hours from 4:00 p.m. to 10:00 p.m. in two local high schools. Students from 18-55 years of age became full-time participants in a skill development program called the "job-related component." Students who accepted the strenuous training sought job placement. Job advancement and placement was provided for over 100 adults. Baton Rouge found that, if agencies cooperate, expensive vocational facilities can be utilized for a total community manpower effort.

CAREER EDUCATION PROJECT
Lafayette Parish School District
Lafayette, Louisiana

District and Project Information: 1973-1974

District Population: 110,000

Type of Area: Suburban

Students' Background: 75% White
25% Black

Annual Family Income: 50% $ 1,000- 7,999
30% $ 8,000-14,999
19% $15,000-49,999

Contact Person:

Robert M. Arceneaux, Supervisor
Adult & Career Education
L.P.S.D. Vocational Center
18th Street
Lafayette, Louisiana 70501
(318) 233-2026

	District Schools	Project Schools
Number of Schools	39	40
Grade Levels	K-Adult	K-Adult
Number of Staff	1,300	1,300
Number of Students	29,000	29,000

Years of Project Operation: 2

Number of Project Staff: 5

Project Funding:

Federal		$ 104,000
	VEA	80,000
State		150,000
Total		$ 334,000

Definition of Career Education. Career education is a comprehensive educational program, beginning with early childhood and continuing through adulthood, to provide each individual with a positive awareness of self and the world of work. At any point of exit from school, the individual should be equipped with the necessary skills, attitudes, and knowledge for entry into the world of work, post secondary occupational training, or a baccalaureate program.

Goals.

1. To develop in each student an increased awareness of his/her need to learn.
2. To help each student acquire the knowledge, skills, and attitudes necessary for functioning successfully in society, as a productive individual with realistic aspirations.
3. To provide every student with a braod understanding of the opportunities and careers available in the world of work.

4. To develop adaptability in students so that they will be able to analyze situations and make necessary decisions and adjustments if and when future technological changes affect their occupations and lives.

The Project

Finances. The Lafayette Parish School Board Career Education Project began in January, 1972 with $104,000 in VEA Part C funding. In 1973-74 the Lafayette Parish School Board received $80,000 from VEA Part C funds to continue the project and, simultaneously the Louisiana State Department of Education provided $150,000 under Legislative Act 14 to initiate a comprehensive plan for career education. Because of these funds, all schools in the parish became involved in career education.

Project Staff. The project staff includes a supervisor, a coordinator, two career specialists, and a media specialist. The project supervisor also serves as supervisor of adult education. In 1973 an adult education component was included in the project and an Adult Career Education Curriculum Guide was developed. Two staff members are no longer with the project due to a decrease in funds. The career supervisor is funded by the local school board, not by the project.

Training. Career education staff members participated in state, regional, and national workshops, and have conducted inservice workshops in 26 parishes in Louisiana. All staff personnel hold advanced degrees or are pursuing such degrees. Every person on the career education staff has a teaching background and each has been recognized for excellence in teaching. Additionally, some members have served in supervisory and/or administrative positions such as department head, assistant principal, and principal.

The School Instruction Program

Content. The program includes media development, field experiences, a placement office, and specific and general occupational orientation.

Methods. The project staff members work with all teachers in the parish to maintain and promote career-oriented learning activities such as inservice training and demonstration. They work cooperatively with teachers in the evaluation and purchase of appropriate instructional materials, and serve as liaison between the schools and the community to disseminate career education information. Project staff initiate and maintain a resource file, conduct occupational information surveys, and conduct pre-employment courses for all students. Audio-visual materials are used to illustrate on-the-job activities of the major career areas in the community. Pre-employment classes are offered to all students at the twelfth grade level in all high schools in the parish and in the Vocational Center.

Curriculum Materials. A Career Education Curriculum Development Team, comprised of outstanding teachers, representatives of the different grade levels and subject areas, worked with the staff to develop a Career Education Curriculum Guide. A compilation of suggested activities, resources, and evaluation procedures structured around five basic concepts were stated in terms of behavioral objectives for the K-12 program. Materials locally developed also include an adult Career Education Curriculum Guide and 17 Career Education Unit Guides for all grade levels.

Community Resources. Occupational surveys were administered to the business-industrial community. Guidance counselors in a two-week inservice workshop visited non-respondents and thus fained first-hand exposure to the world of work. Input from these activities formed the basis for an occupational resource file which has proved invaluable to counselors and teachers.

Evaluation. Pre, post,and interim assessment instruments will be conducted to yield statistical data on attitude changes and on occupational information. Both internal and external evaluations will be used to gauge the effectiveness of each component, as well as to assess the total program. A third-party evaluation team, through a sub-contract with a university, will provide objective, independent assessment of the program's effectiveness.

RESEARCH & DEVELOPMENT PROJECT IN CAREER EDUCATION
Calcasieu Parish School Board
Lake Charles, Louisiana

District and Project Information: 1973-1974

Contact Person:
Dr. Paul J. Moses
Superintendent
Calcasieu Parish School Board
1724 Kirkman Street
Lake Charles, Louisiana 70601
(318) 433-6321

District Population: 100,000-499,999

Type of Area: Rural,
Small Town,
Suburban and
Urban

Students' Backgrounds: 72% White
27% Black

Annual Family Income: 32% $ 5,000- 9,999
28% Under $5,000
26% $10,000-14,999
12% $15,000-19,999

	District Schools	Project Schools
Number of Schools	67	5
Grade Levels	K-Adult	K-12
Number of Staff	1,910	163
Number of Students	37,871	3,084

Years of Project Operation: 2

Number of Project Staff: 5 Full-time

Project Funding:

Federal VEA	$174,000.00
State	17,619.16
Local	14,673.72
Total	$206,292.88

Approach to Career Education. This project views career education as a concept that encompasses the goals of both vocational education and the academic disciplines. Project staff members teach in classrooms, conduct demonstration lessons, develop plans and materials with teachers, conduct individual and group career counseling sessions, assist teachers in securing resource people and sites to visit, and operate five career resource centers. The goals of the program are to provide leadership for five faculties in order for them to develop a functional and operational knowledge of career education, and to demonstrate teaching and counseling techniques applicable to the career concept in order that each faculty member might adopt these methods and infuse career education into the existing curriculum. The first step is faculty inservice training, designed to overcome philosophical and programmatic opposition to career education. In this program, teachers and counselors assist students in identifying positive traits. They relate academic courses to the world of work using infusion techniques, resource people, and on-site visits. Students use hands-on experience through mini-courses and explore careers using materials from the career resource centers.

Project Staff. The project staff included a project supervisor, three counselors, and a teacher specialist. The project supervisor worked in each of the five schools as well as with local businesses, industries, labor groups, and the university. Two of the counselors and the teacher specialist were assigned one school each, and the third counselor was assigned two schools. The grade levels of the five schools were: one elementary, grades K-6 and special education; one elementary-middle school combination, grades K-8 and special education; two junior high schools, grades 7-9; and one secondary, grades 10-12. The counselors and teacher specialist worked with all grade levels in each school. Approximately 50 percent of their time was spent in classroom activities with students, 30 percent in counseling, and 20 percent in working with teachers.

School Staff. There were 150 teachers, six counselors, and eight administrators employed in the project schools. All of these educators were actively involved in the career education program. Major instructional activities were conducted by the classroom teachers, project staff members, and counselors. The setting for these activities involved the classroom, library, career resource center, and counselor's office. Other instructional or learning activities involved visiting resource people on the job, inviting resource people to bring tools and equipment to the schools, and having parents discuss and demonstrate activities from their place of employment.

Training. Inservice training has been conducted for teachers, counselors, and administrators by project staff members. The core group of project staff members formed a nucleus that studied career education for a twelve-week summer session, attempting to ascertain the meaning of career education as the concept applied to Calcasieu Parish Schools. This core group of project staff members has conducted most of the inservice training in the local schools. The training has been directed toward teachers, counselors, and administrators. Also, project staff members have worked with the graduate faculty at McNeese State University in an attempt to disseminate information about career education. Several aspects of the program have been topics discussed with univeristy personnel. The Louisiana State Department of Education staff has been utilized to conduct training for counselors. A new direction for counselors has been the theme of their training.

Community Resources. The use of community resources has been a viable part of the Calcasieu Parish Project. Teachers, administrators, and counselors as well as project staff members have arranged for employees of various businesses to serve as resource people. Arrangements have also been made for students to visit various job sites. Almost all aspects of the community have been of assistance in this project. The most useful resources in the community have been parents and friends of individual students. Three other sources of assistance have been the local business council, the industry council, and organized labor groups. The most frequestly used resources in the community have been the small businesses and industries. The reason for this appears to be related to the short geographical distance between these groups and the project schools; the large industrial complexes such as the petro-chemical plants are located at a considerable distance from the project site schools.

Curriculum Materials. Four aids for curriculum development have been structured by project personnel and participating teachers. These materials were structured as guides to teachers in their continued efforts to revise the curriculum. Audio and visual materials have been developed which range in scope from a slide tape unit on the local shrimping industry to a slide tape unit on the pulp-paper industry in Lousiana. The aids for curriculum develoment are designed for grades K-12. The audiovisual materials developed in the program range from elementary to middle school.

Materials produced by the project are described below.

1. Aids for Curriculum Development 1972-73
   Print, 57 pages, intended for teachers, grades K-5. Sample lesson plans to provide a direction for curriculum revision.
2. Aids for Curriculum Development 1972-73
   Print, 80 pages, intended for teachers, grades 6-8. Sample lesson plans to provide a direction for curriculum revision.
3. Aids for Curriculum Development 1972-73
   Print, 90 pages, intended for teachers, grades 9-12. Sample lesson plans to provide a direction for curriculum revision.
4. Career Education Curriculum Aids
   Print, 110 pages, intended for teachers, grades K-12. Sample unit plans to provide a direction for unit plan development.
5. Pulp-Paper Industry in Louisiana
   Slide tape, 25 minutes, intended for students, grades 6-8.
6. Shrimping Industry in Southwest Louisiana
   Slide tape, 20 minutes, intended for students.

An Idea That Worked. The Calcasieu Parish School Board began their exploration of career education in a unique manner. The school system entered into a contractual agreement with McNeese State University to fund six graduate fellowships. The fellowships were to be granted to Calcasieu Parish teachers on sabbatical leave. Six graduate students were chosen for the fellowships. These individuals were to spend twenty hours per week working with the central office staff and five project schools in an attempt to discern what career education was and then apply career education concepts in five schools. The contractual agreement between the local system and the university was for a period of 15 months. In this period of time the graduate students had developed a nucleus of expertise that has been used to continue program development throughout the district.

CAREER EDUCATION PROGRAM
Richland Parish School Board *
Rayville, Louisiana

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Small town

Students' Background: 60% Black
40% White

Annual Family Income:

Contact Person:

Ms. Anna Louise Ham
Career Education Program Director
Richland Parish School Board
P.O. Box 599
Rayville, Louisiana 71289

(318) 378-4838

	District Schools	Project Schools
Number of Schools	13	13
Grade Levels	K-12	K-12
Number of Staff	250	250
Number of Students	6,000	6,000

Years of Project Operation: 1

Number of Project Staff: 2 Full-time
1 Part-time

Project Funding:
State $45,000
Total $45,000

Approach to Career Education. The project began this year with the development of a comprehensive and sequential plan for the incorporation of career education concepts in grades K-12. First the project staff examined career concepts and determined the appropriate level for each to be introduced and developed through the social studies curriculum. Next one social studies teacher per grade level from each school was appointed to work with the career education coordinator, counselors, resource center directors, and inservice training team members to develop and implement a sequential plan for each assigned concept. Then all classroom teachers were involved in incorporating career education concepts to classroom activities as a trial. Finally, social studies teachers compiled a master plan for curriculum revision on the basis of these activities. The goals for the project were drawn from national publications and the state plan for career education. These goals emphasize self development, career development, and basic skills. The career education curriculum contains vocational education. It adds a guidance aspect to the elementary school program which previously existed only at upper grade levels. It also adds the use of many occupational information materials to the junior and senior high school curriculum. Classroom methods used in career education

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* This parish includes five attendance areas.

include discussion, student projects, and hands-on experiences. At the elementary level the project is field testing state-developed curriculum guides but has not yet integrated career education into all subject areas. Many commercially-produced guidance materials are used by teachers to enhance self-awareness and self-concept. At the secondary level career education is infused in the social studies program through a job cluster exploration program. High school subject teachers and guidance counselors use kits containing information about various job clusters.

Project Staff. The project has been organized by a full-time coordinator of career education, a part-time director of testing and guidance, and a full-time special education counselor. These staff members serve all of the schools in the district and spend about 30 percent of their time with the elementary school staff, 50 percent of their time with the middle school staff, and 20 percent of their time with the high school staff. They spend most of their time working with teachers and guidance counselors at each of these levels. They also work with a career education advisory council made up of central office staff, principals, teachers, guidance counselors, parents, employers, and representatives of community organizations and agencies.

School Staff. Career education instruction in the district is carried out by teachers working in the classroom and guidance counselors working outside the classroom. This year about ten percent of the elementary and middle school staff actively participated in career education. The project is working toward involving all school staff eventually.

Training. During this year the project staff provided training for five percent of the administrators in the district and 15 percent of the teachers, counselors, and librarians. As teachers had no released time, project staff worked in classrooms with elementary teachers to orient them to career education and to try out various career education materials. At the secondary level, coordinators worked through guidance counselors. The use of many different guidance materials gave teachers exposure to an overview of career education. About half of the materials used were materials intended for teachers, and the remainder were student materials.

Community Resources. The project staff have sent out a survey to gather information on community resources available to the project. Next year they plan to publish a catalog of community speakers and trips.

Curriculum Materials. The project staff have selected and tried out many commercial and non-commercial career education materials during this year. Those which teachers found valuable will be purchased in larger quantities for use in the project next year. Most of the materials used were student materials for all grade levels, although some teacher materials were used. About 60 percent of these materials were audiovisual materials and the remainder were in print. Although no materials have been developed by the project as yet, the project staff plan to work with school staff this summer to develop curriculum guides for use in the district.

Rayville, Louisiana

An Idea That Worked. To get maximum use of career education materials owned by the district, and to try out materials at each grade level, the project created job cluster kits. These were sent on a rotating schedule to teachers in grades 6-12. In grades 6-8 they were used within social studies according to the teacher's schedule. In grades 9-12, guidance counselors and subject area specialists received these kits and arranged for all teachers to use them. Each kit contains film strips, books, and information about community resources pertaining to a given job cluster such as construction, consumer homemaking, agri-business, manufacturing, or marketing and distribution. Each kit also contained evaluation forms. By organizing these materials in kits pertaining to a given cluster, teachers are assured that materials they need are all readily available at the same time, and they are able to preview these materials as they make lesson plans. The rotating schedule insures that each teacher is guaranteed a chance to use each set of materials at least once during each year.

PROJECT G.I.V.E. (Guidance in Vocations and Education)
School Administrative District #51
Cumberland Center, Maine

District and Project Information: 1973-1974

District Population:	2,500-9,999
Type of Area:	Suburban
Students' Background:	99% White
Annual Family Income:	50% $10,000-14,999 30% 5,000- 9,999

Contact Person:

Mr. Roy Bagley, Project Director
Project G.I.V.E.
S.A.D. #51
Cumberland Center, Maine 04021
(207) 829-5557

	District Schools	Project Schools
Number of Schools	9	7
Grade Levels	K-12	K-12
Number of Staff	90	
Number of Students	1,700	1,700

Years of Project Operation: 1

Number of Project Staff: 1 full-time, 1 part-time

Project Funding:

Federal	VEA	$41,000
Local		1,000
Total		$42,000

Definition of Career Education

> "Education is that system that deals with the individual total child in a program of success experiences toward the development of a productive member of society. Career education is education to develop a positive self-image so that a person can clarify values, select and screen alternatives, and make appropriate decisions."

Goals

1. To have students obtain career awareness and an attitude of career direction.

2. To offer students a greater opportunity to develop a process of decision-making which enables them to make career choices.

3. To offer students job entry level skills or academic readiness for further education upon graduation.

4. To establish a natural interaction between high school, college, and community life and resources.

5. To increase teacher knowledge of career alternatives related to academic disciplines.

6. To foster a greater teacher commitment to the concept of career education.

Materials

1. Outline of Workshop, Print, 3 pages
   Intended for all school staff, grades Pre K-12.
2. Field Trip Guidelines, Print, 10 pages
   Intended for all teachers, grades Pre K-12.
3. Questionnaire, Print, 4 pages
   Intended for all staff, grades Pre K-12.
   A questionnaire on attitudes toward and understanding of career education.
4. Interview Guide, Print, 1 page
   Intended for all staff, grades Pre K-12.
   An interview guide on attitudes toward and understanding of career education.

The Project

Finances. This year the project received $41,000 in VEA funds and $1,000 in local funds. Next year, the project will receive $27,000 in VEA funds and $5,000 in local funds. This represents an increased local contribution, but an overall decrease in project funding. Almost half of project funds for this year were budgeted for project staff salaries. Fifteen percent was spent for compensation for staff development participants, and 15 percent for purchase of materials for classroom use. All other project expenses were covered by the remainder.

Project Staff. This year the project employed a full-time project director and a half-time vocational coordinator. The project director had previously served as career coordinator in an exemplary project in another district, and before that was a teacher of post-secondary math. The vocational coordinator was previously director of a regional mobile health unit. The project staff divide their time about equally between elementary school, junior high school, senior high school, and the community. At each grade level, most of their time is spent working directly with teachers, although they spend about a quarter of their time working with guidance counselors.

Training. During this year, training was conducted by the project staff, local school staff, and consultants from other school districts, higher education institutions, and non-school organizations such as the Chamber of Commerce. About 40 percent of the teachers, librarians, and counselors in the district received ten hours or more of training this year. They will receive further training next year, and in addition, some school administrators will participate in training. The major emphasis of training was curriculum development, with somewhat less time spent in areas such as materials selection, teaching techniques, and humanistic skills. Participants attended training during the summer, after school, and on released time during school. Most of the training was conducted through individual conferences with project staff, but other training methods were also used. About half of the training materials used are professional materials and half are student materials. Some of the materials used are locally developed, some are produced by other projects, and others are commercially published.

Curriculum Materials. About two thirds of the instructional materials used by the project are locally developed. About half of these are student materials and half teacher materials. The project also purchases commercially-published curriculum guides and student materials for the schools. In addition, they loan and circulate some curriculum materials. Most of the materials used by the project are in print, and most have been developed since 1970.

Community Resources. The project staff have identified and catalogued community speakers, trips, and materials, and are available to arrange for use of these resources. In addition, they have arranged student work sites and summer work sites for school staff.

Public Information. The project staff share information about the project within the district by speaking at meetings, sending weekly newsletters, and inviting visitors. This year the project staff planned three evening orientation sessions for parents. They also provided information to employers, union leaders, and community organizations. The project staff disseminate information outside the district primarily by attending meetings. They also send locally-developed curriculum materials to other projects on request, invite visitors from outside the district, and serve as consultants to other districts.

The School Instruction Program

Staff. Career education instruction in the district is carried out by regular classroom teachers and guidance counselors. About 20 percent of the staff at the elementary level, 18 percent at the junior high level, and 10 percent at the senior high level are actively participating in career education.

Content. The content of the school instruction program in career education is based upon the locally-developed definition of career education and set of goals listed above. These have been used to develop performance objectives and activities for students at each grade level. The career education curriculum differs from the regular curriculum in several ways. It contains the vocational education segment of the regular curriculum. At the elementary level it emphasizes the affective and self-awareness areas and focuses upon understanding of one's self. At the secondary level, it involves an emphasis on occupational information for students.

Methods. The teaching methods used in career education also differ from those used in the regular curriculum. They involve more individual learning activities, try to make school more relevant for students, and aim at engaging their interests. An attempt is made to relate each concept that a student is asked to learn in school to something outside school in the world of work. Career education makes greater use of demonstration and hands-on experiences than does the regular curriculum.

At the elementary level, career education is infused in the subject areas of language arts/reading/English, mathematics, and social studies. At the secondary level it is infused or integrated into the areas of art, business and office education, home economics, industrial arts, language arts/reading/English, physical education, science, and social studies. In addition, career education is emphasized in a strong guidance component for students in grades 7-12. Through the guidance department, students work in groups to learn more about themselves. They learn about decision making, values clarification, and other self awareness skills. In addition, guidance counselors work with teachers in the classroom to convey career education concepts.

Information About Evaluation

Internal Evaluation. The staff inservice training and the acquisition and use of community resources were both evaluated internally by the program.

External Evaluation. A private agency was asked to conduct an external evaluation of aspects of the project such as staff training, acquisition and use of community resources, and public information. They used interviews, observations, questionnaires, and a review of documents to acquire data from sources such as the project staff, the school staff, students, the community, project records, and products developed by the project.

An Idea That Worked

The project staff created teacher questionnaires for elementary and secondary teachers. Each is a self-report instrument designed to assess teachers' attitudes toward and knowledge of career education concepts and practices. The questionnaires were administered to school staff in all positions, and a response rate of 71 percent was obtained. The data obtained was used as a baseline for the project's assessment, and enabled the project staff to design inservice training programs tailored to the needs of the school staff.

CAREER EDUCATION PROJECT
Maine School Administrative District Number 20
Fort Fairfield, Maine

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural

Students' Background: 98% White

Annual Family Income:
50% $10,000-14,000
20% Under $5,000
15% $ 5,000-9,999
10% $15,000-19,999
5% $20,000 or more

Contact Person:

Mr. Ronald J. Willette
Director of Guidance
School Administrative District
Number 20
Fort Fairfield High School
Fort Fairfield, Maine 04742
(207) 473-7472

	District Schools	Project Schools
Number of Schools	4	1
Grade Levels	K-12	9-12
Number of Staff	72	32
Number of Students	1,200	440

Years of Project Operation: 2

Project Funding:

Number of Project Staff: 0

Approach to Career Education. Fort Fairfield High School developed a "freshman rotation" program that is career oriented in that it allows each entering ninth grader to explore the vocational areas available to him and provides him with field trips, speakers, and a hands-on type of experience in each section. Career training that is available outside our high school is included in the visits made by these students and their knowledge is not limited to our terminal programs. At the end of grade nine a student may decide to select one of our terminal programs in preparation for a career after graduation, or he may decide to enter a program preparing him for attendance, beginning his junior year, at one of the area's regional vocational high schools. Having taken advantage of either of these alternatives, the student may decide to enter one of the State's vocational/technical institutes, go on to college, or enter the world of work.

Project Staff. There is no special project staff. Participation is optional for all teachers in the project schools.

School Staff. It is a goal of the project to involve all of the school staff but at this point only a few high school teachers are committed to career education.

Training. On August 17th and 18th, 1973, Maine School Administrative District Number 20 held a two-day career education workshop with Dr. Kenneth Hoyt as guest speaker. The workshop appeared to be a success and much interest was stimulated at the secondary level. Some faculty members of the elementary schools, however, were clearly reluctant to become involved. On October 11, 1973, a follow-up inservice day on career education was held at the secondary level. This was to begin an ongoing endeavor in Career Education. Its first objective was to develop a directory of local resources that could be utilized in this effort.

Community Resources. A directory of local resources was compiled. Student involvement was an important part of this undertaking. The directory contained a listing of an individual's name, occupation, place of work or business, and the educational or instructional area relevant to the occupational area. The persons identified in the directory were used as career-oriented speakers, for field trips, work experience and for in-school education programs. The guidance director acted as liason between the school and the resource people. In meetings with the business and industry contacts, the director of guidance explained what the school was trying to do and presented the individuals with material that would assist them in their presentations and contact with the students.

Curriculum Materials. One teacher developed a curriculum guide for use in a citizenship class by both the teacher and the student. At present, efforts at developing curriculum materials are centered at the secondary level.

AN IN-SCHOOL JOB PLACEMENT SERVICE
Mount Ararat School
Topsham, Maine

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Small Town

Students' Background: 99% White

Annual Family Income: 100% $5,000-9,999

Contact Person:

Mr. Ken Gray
Director of Guidance
Mt. Ararat School
S.A.D. 75
Topsham, Maine 04086
(207) 729-8763

	District Schools	Project Schools
Number of Schools	6	1
Grade Levels	1-12	7-12
Number of Staff		70
Number of Students		1,240

Years of Project Operation: 1

Project Funding:
Federal VEA $8,400

Number of Project Staff: 2 Full-time
3 Part-time

Approach to Career Education. This project centered around an ongoing guidance program. A placement coordinator was added as a fourth counselor. Existing placement services for post secondary education were expanded to include job placement. The primary target group was the class of graduating seniors, seeking full-time work upon graduation. The project structure and activities reflected a comprehensive view of placement which included needs assessment, job development, student development, placement and follow-up. The approach stressed personal contact with the students, which is crucial to effective placement. In 1974-75 a second job placement team approach will be tested. This approach holds particular promise for small rural schools. The project is also field testing placement procedures for younger students.

Project Staff. The job placement staff is led by a director who devotes 20 percent of his time to the placement project. He is also director of guidance. A placement coordinator holds total responsibility for job development and placement counseling of seniors. A placement specialist has total responsibility for the placement of underclassmen, particularly those under 16 years old. Both members of the placement staff have previous job placement experience, one having worked in placement in industry and the other with the Neighborhood Youth Corps.

School Staff. The placement team is composed of existing project staff plus one volunteer from each vocational and academic area. Team members serve two roles: they provide student development activities in their classroom, and they assist in actual job development. School guidance counselors participate in student development group guidance.

Training. No major training effort was necessary as two staff persons were previously experienced in the field.

Community Resources. In job placement, the use of community resources is obviously of paramount importance. The business community is visited continually to develop jobs for students. Other uses of the community have been the participation of local businessmen in the project's job seeking-job keeping seminar. They were especially valuable in areas of interviewing and job attitudes. Also local mothers were used to teach our babysitting mini-courses to certify junior high students for babysitting.

Curriculum Materials. The project has developed materials in student-directed activities such as a job seeking-job keeping seminar, a career exploration seminar, and a babysitting mini-course. All materials were locally developed at very little cost.

An Idea That Worked. One unique feature of this program is the school's flexibility in allowing a senior to take advantage of a good job opening prior to graduation. Good jobs don't wait; to effectively place seniors, they must be able to take good jobs when they are available. The school's structure revolves around a graduation contract which stipulates that the student who leaves before graduation must return as a full-time student if he terminates employment; that he must complete a particular project in order to finish up course work; and that he must attend a weekly meeting with the placement coordinator. This final stipulation reflects the belief of the project staff that even in such a program, the student is still a student though he may be in a transitional educational program.

CAREER EDUCATION PROJECT
Anne Arundel County Public Schools
Annapolis, Maryland

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Rural, Small Town, and Suburban

Students' Background:
88% White
12% Black

Annual Family Income:
20% $15,000-19,999
20% $10,000-14,999
20% $ 5,000- 9,999
20% Under $5,000
10% $20,000 or more

Contact Person:

Mr. Robert Jervis
Coordinator, Career Education
Anne Arundel County Public Schools
Board of Education Annex
27 Chinquapin Round Road
Annapolis, Maryland 21401
(301) 268-7511 Ext. 277

	District Schools	Project Schools
Number of Schools	105	50
Grade Levels	K-12	K-12
Number of Staff	4,200	2,100
Number of Students	76,000	40,000

Years of Project Operation: 3

Number of Project Staff: 13

Project Funding:

Federal	VEA	$150,000
Local		125,000
Total		$275,000

Approach to Career Education. The Anne Arundel County Career Education Program views career education as something to be infused throughout the total curriculum. From this premise it is assumed that it is the responsibility of every staff member to implement career education. Only if principals, instructional coordinators, program coordinators, etc., become actively involved in the program can it be successfully internalized as a part of the ongoing curriculum. It is the program's goal to achieve this internalization of career education objectives so that all teaching becomes meaningful and relevant. There is little concern for the actual teaching of career education. Rather, the emphasis is on refocusing the good instruction already going on in most classrooms. The program includes grades K-12 and focuses on all students with no attempt to single out any special group as a target population. It is assumed that the instructional program of any school system will concern itself with the special needs of the gifted, the handicapped, etc., and that career education emphasis will further increase the effectiveness of these efforts. This, of course, also applies to the expanding vocational efforts at the pupetry level of a career education effort. As the career education concept is increasingly accepted there will be a greater need for vocational programs for all students.

Annapolis, Maryland

Project Staff. The project staff includes a coordinator assigned to the central office and seven career education resource teachers assigned to the four area offices and responsible to the area director. There is also a placement and follow-up specialist assigned to one area office to develop and field test an appropriate model. A counselor was added to the team to design an approach for actively involving counselors in the program. In addition, a business education teacher serves as a consultant to the elementary language arts - typing program and is developing an exploratory typing effort at the junior high school level. An instructional aide works with materials.

School Staff. Career education instruction is the responsibility of all classrooms teachers. These persons utilize the expertise of guidance counselors. Resource teachers provide planning expertise and materials. About one-half of all teachers in the county are involved in implementing career education concepts.

Training. Inservice training for teachers of grades K-12 is intended to help them develop an understanding of career education concepts, skill in the infusion process, and knowledge of career education materials and techniques. Training occurs primarily in the county under the direction of other project staff members. An attempt has been made to train a nucleus of staff members in each project school who could then be available to personnel in that school. In addition, county-wide workshops are offered for all interested personnel. Training is largely activity centered.

Community Resoures. Community resources have been used as an additional source of activities for implementing classroom objectives. The community can serve as a classroom if community activities are closely related to the total instructional program. An effort is being made to further involve counselors in arranging for use of these resources.

Curriculum Materials. The initial implementation effort in the county was through the use of instructional units. These units, designed for individualized instruction, are still used as prototypes. Their intent is to deliver career objectives as part of the ongoing instructional program. The career objectives are selected from The Career Development Guides developed by a task force of teachers and counselors. Both of these products were developed for teacher use and are available in print form.

Materials produced by the project are described below:

1. Career Development K-12
   Print, 70 pages, intended for teachers of grades K-12.

2. Career Education Recommended Materials
   Print, 48 pages, intended for teachers and counselors of grades K-12.

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Annapolis, Maryland

An Idea That Worked. The counselor in one elementary school saw her role as one of consulting with teachers and assisting them in initiating a career education program. She conducted sessions with teachers in areas such as values clarification and decision-making. She also worked with groups of youngsters in these areas so that teachers could observe the process. She demonstrated materials to teachers. She felt that if career education were to succeed in her school someone who had time outside the classroom would need to coordinate the effort and provide the necessary expertise and materials. She has done this and thereby set an example for other schools.

CAREER EDUCATION CURRICULUM WORKSHOP

Baltimore County School District
Baltimore, Maryland

District and Project Information: 1973-1974

District Population:	500,00-999,999
Type of Area:	Suburban
Students' Background:	95% White 5% Black
Annual Family Income:	40% $10,000-14,999 30% $ 5,000- 9,999 15% $15,000-19,999 10% Under $5,000 5% $20,000 or more

Contact Person:

Mr. Kenneth D. Seamon
Career Education Counselor
Patapsco High School
8100 Wise Avenue
Baltimore, Maryland 21222
(301) 282-3223

	District Schools	Project Schools
Number of Schools	150	1
Grade Levels	K-12	10-12
Number of Staff	7,000	100
Number of Students		2,100

Years of Project Operation: 1

Number of Project Staff: 0

Project Funding:
Local $5,000

Approach to Career Education. Career education, one of the many goals of education, is developmental in nature, encompassing kindergarten through adult education. Career education is, fundamentally, education which prepares students for economic independence and instills in them an appreciation for the dignity of work. It is designed to assure that all students who graduate from high school will have a salable job skill and/or be prepared for further education. Essentially, career education is preparation for a useful and fulfilling life.

Project Staff. There was no outside staff administering the project. It was developed by school personnel.

School Staff. Teachers are responsible for integrating career education into the English, science and social science areas of the curriculum.

Community Resources. The guidance office is serving as a career resource center.

Curriculum Materials. Both commercially-available materials and curriculum guidance decisions made in staff workshops were used in the program.

Baltimore, Maryland

An Idea That Worked. This project began as an idea that thrived without the nurture of money but was later developed to fruition through a short, local summer workshop (four days). This project was strictly grass roots: one school in a very large system. The most important single achievement in the project was that the concept of career education was put into the classrooms effectively and with minimum expense. Most effective and interesting is the method of subtle infusion of career education content into the American History curriculum.

CAREER EDUCATION DEMONSTRATION PROJECT
Appalachian Maryland, Washington, Allegany and Garrett Counties
Hagerstown, Maryland

Districts and Project Information: 1973-1974

Districts Population:	25,000-99,999
Type of Area:	Rural and Suburban
Students' Background:	97% White
Annual Family Income:	42% $ 5,000- 9,999 30% $10,000-14,999 14% Under $5,000 9% $15,000-19,999 5% $20,000 or more

Contact Person:

Mr. James W. Wilson
Director, Career Education Project
Washington County Board of Education
Commonwealth Avenue
Hagerstown, Maryland 21740
(301) 731-2700 X324

	Districts Schools	Project Schools
Number of Schools	95	30
Grade Levels	K-Adult	K-Adult
Number of Staff	2,600	1,100
Number of Students	51,000	26,000

Years of Project Operation: 2

Number of Project Staff: 7 Full-time
2 Part-time

Project Funding (2 Years):

Federal	$ 497,000
Local	8,000
Total	$ 505,000

Approach to Career Education. The project has six major components, each having its own goals. The goal of the career education management component is to coordinate the planning and implementation of career education programs and activities. The industry visitation component will be offered through Frostbury College. It will provide an opportunity for educators to visit and explore business and industry on a sequential, in-depth basis. The career learning centers component will establish career learning centers in secondary schools and in institutions of higher learning in three Appalachian counties. The centers will provide equipment and materials. The curriculum development component will include workshops and follow-up programs for all grade levels in all three counties. Materials have been developed and field-tested for grades 5-10. The community resources component will develop local materials, media and procedures for identifying and providing community resources on a K-Adult basis. The educator training component will provide training for all educators in the area of career education. This will include both preservice and inservice training.

Project Staff. The project staff includes five full-time and two part-time people. The administration has devised a system of management that promotes maximum use of human, material and fiscal resources, and includes a system of accountability and transportability. The project director coordinates activities to help achieve project goals. He provides leadership to the tri-county area in the planning and implementation of career education on a regional and/or county basis.

The industrial resource coordinator coordinates the organization and implementation of the industry visitation course. He coordinate activities in the community resource component which include a study of the Hagerstown growth area, and the development of regional media and materials for five major career clusters. The curriculum coordinator organizes and conducts workshops for tri-county personnel. He is responsible for orientation and dissemination of curriculum materials. The media specialist assumes responsibility for dissemination and demonstration of total media packages. A State College professor, who is assisting the project, will develop three courses in career education, inservice packages for teachers and counselors, and needs assessment techniques.

School Staff. Almost all the counselors in the tri-county region are involved in the project's career guidance centers. One-third of the elementary teachers and one-half of the middle school teachers are actively involved in the project. The high school staff will become involved during 1974-75. The career centers are staffed by career counselors and paraprofessionals. Twelve centers have been established, and four more will be initiated in 1974-75.

Training. Curriculum workshops have given more than seventy teachers the opportunity to participate in the development of curriculum materials. Career guidance workshops have trained more than 80 counselors in the tri-county area. More than 100 teachers, counselors, and administrators have participated in industry visitation sessions. Apprximately 120 educators have taken career guidance courses. Training has been held in schools and universities under the direct supervision of the career education project staff with some assistance from the State Department of Education.

Community Resources. The career education project in Washington County has made solid progress toward establishing rapport with the community. It is vitally important for the project to gain the community's cooperation and have access to community resources. We have supplied resources to all grade levels and in all subject areas. A community resource booklet has been compiled and is available to all county schools. A growth and resource survey of the industries in and around Washington County has been completed. The collected data provides further information on the availability and location of resources. Every attempt is made to insure that the resources used have meaningful application to the career learning situation. We have found that the most in-depth cooperation comes from those industries and businesses which are civic minded and public relations oriented. Locally owned businesses seem to know local needs and are usually more willing to provide help. Local public utilities are valuable resources, as are most civic organizations in a community. Resources are obtained by the industrial resource coordinator or other project personnel, or they are selected from the community resource booklet. A centralized clearing house is desirable because it can prevent over-use of limited community resources.

Curriculum Materials. Career education supplementary materials have been developed by a task force of teachers from Allegany, Garrett, and Washington counties. The field-tested, instructional materials developed are designed to be infused into the existing curriculum from kindergarten through the middle or junior high school. A task force of teachers from the tri-county area developed instructional materials for grades 9 and 10. These materials will be field-tested druing the 1974-75 school year. The format of all materials provides for continuous evaluation, input, and feedback, all of which will be incorporated in the revision of materials after field-testing is complete. Other materials are presently on the drawing board.

Materials produced by the project are described below.

1. Career Education in Appalachian Maryland
   Prints, films, and tapes. Prints are curriculum supplemental activities, guides for language arts, mathematics, social sciences, art, and science, and are intended for teacher use in grades K-12. Films and tapes concern various occupational cluster areas like health, construction, transportation, and recreation, and are intended for both teacher and student use in grades 7-12.

2. The Great Valley
   Print, 117 pages, intended for teacher and community use, grades 7-12. This is a growth study of business and industry.

CAREER EDUCATION IN MONTGOMERY COUNTY PUBLIC SCHOOLS

Montgomery County Public Schools
Rockville, Maryland

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Suburban

Students' Background:

Annual Family Income:

Contact Person:

Dr. Paul J. Manchak
Director, Division of Career and Vocational Education
Department of Curriculum and Instruction
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3162

	District Schools	Project Schools
Number of Schools	200	60
Grade Levels	K-12	K-12
Number of Staff	7,000	400
Number of Students	125,000	50,000

Years of Project Operation: 2

Number of Project Staff: 16 Full-time

Project Funding:

Federal	$ 290,000
Local	2,000,000
Total	$2,290,000

Approach to Career Education. The overriding objective of career education in Montgomery County is to develop in students the maturity, skills and self-direction necessary to achieve a meaningful career existence; one in which they function both for their personal good and for the welfare of society. To achieve this goal, the schools recognize that students must begin to develop a career orientation even at the elementary level. Career education is applied education; it treats career-related content and addresses personal and social issues as they pertain to occupational selection. Career education involves some specific vocational training but it can also be integrated into standard academic areas. For example, in a geography course the topic of consumer needs might be discussed. Another essential component of the career education program is individualized counseling at all grade levels.

Project Staff. The Division of Career and Vocational Education serves as the central unit for program planning, development, and coordination. It functions in continuous liaison with other divisions in the Department of Curriculum and Instruction and with other educational agencies. It is a primary collector and analyzer of the diverse data on which program decisions are based. In its development and coordination function, it is responsible for designing inservice programs to inform and instruct professional staff as well as the public. The unit develops and updates objectives, provides assistance to principals and teachers, administers programs, and serves as an accountability agent in reporting to local, state and federal funding agencies.

School Staff. By November, 1973, there was evidence of considerable activity in career education in the schools. Eighty-one elementary schools had representatives attending county-wide workshops or had planned staff meetings on instructional experiences appropriate for students in grades K-6. Several kinds of educational experiences were considered. Some schools looked to a different emphasis in existing units in social studies and other content areas. Others introduced commercially prepared units or materials developed in summer workshops. Some faculties sponsored projects in which resource personnel from the community were either brought to the school or were available to students outside the school setting. In several instances projects focusing on career education provided additional resources for the school through Locally Developed Curriculum Projects funding.

It was also evident by June, 1974, that junior high schools had made visible gains in promoting more vital instruction and counseling programs. Schools had introduced exploratory courses, provided opportunities for students to determine tentative career interests and capabilities, scheduled visitations to career sites, and provided opportunities for discussions with adults in a range of careers. Some schools had started counseling services and career information centers.

All senior high schools offer some career specialization programs. There are now 39 specialization programs in the Program of Studies and others are in pilot stage. Of the newer programs, Hotel-Motel Management and Health Occupations are being introduced this year. More widespread internship experiences and co-operative work experience programs are being offered for the academically motivated student as well as for the student who plans to end his formal education with the completion of high school. The most far reaching programs are the Federally supported ones at Baker Junior High School and at Winston Churchill High School.

Training. Inservice training for career education has been of two types. Information sessions to foster understanding of the concept and the program design have been held for teachers, media specialists, and administrators. These orientation sessions have usually been held in faculty meetings. The second type of staff development has been for those who are teaching in career and vocational education programs. Summer workshops in 1971, 1972, 1973 and 1974 have given teachers opportunities to plan programs and develop materials. In addition, three-credit courses in career education have been offered during the last two school years at both the county and local level. Beginning in 1974-75, six senior high schools will be singled out for concentrated career education development.

Community Resources. Several mechanisms have been established to capitalize on the available community resources. Guidelines are being established in insure maximum use of these resources.

Inservice and Curriculum Materials. Materials produced by the project are described below.

Inservice Materials

1. Videotapes.
    a. Information and Motivation
    b. Curriculum Design and Implementation

2. Career Education Design, Grades K-12.

3. Career Education Models developed and field tested in elementary, junior high, and senior high schools.

Curriculum Materials

1. Exploring Business Careers.
   Intended for grade nine; developed, field tested, revised.

2. The World of Construction.
   Intended for grade nine; developed, field tested, revised.

3. Foreign Language.
   In planning stage.

4. Communications.
   In development stage.

5. Health Occupations.
   In development stage.

6. Refocus in Subject Areas.
   Elementary Social Studies (specific units)
   Home Economics (grades 7, 8, 9)
   Industrial Education (grades 7, 8, 9)

An Idea That Worked. A career education mini-course based on the Leland Career Education model was instituted during the last semester of school year 1973-74. A multimedia, multimode approach was used in which students were exposed to five basic career concepts. Through simulation and interview techniques, great emphasis was placed on student involvement in making decisions about various career clusters. The mini-course was a joint effort undertaken through the departments of social studies and industrial arts. The social studies teacher provided the coursework on self-concept, lifestyles, and human relations. The industrial arts teacher provided the actual field experience in which students interviewed persons in occupations which applied to them. There were some difficulties in administrating a joint undertaking by two departments, yet the rewards were most gratifying in terms of student reaction to the course. Despite time and space adjustments that had to be made, the program had continuity and students developed a more realistic attitude toward the world of work.

CAREER SATELLITE PROGRAM
Prince George's County Public Schools
Upper Marlboro, Maryland

District and Project Information: 1973-1974

District Population: 500,000-999,999

Type of Area: Suburban, Urban and Rural

Students' Background: 73% White
24% Black

Annual Family Income: 30% $15,000-19,999
25% $10,000-14,999
25% $ 5,000- 9,999
10% $20,000 or more
10% Under $5,000

Contact Person:

Dr. Lee Bowen
Supervisor of Career Education
Instructional Services Center
Prince George's County Public Schools
Upper Malboro, Maryland 20870
(301) 627-4800 X271

	District Schools	Project Schools
Number of Schools	270	25
Grade Levels	K-Adult	K-Adult
Number of Staff		125
Number of Students	150,000	30,000

Years of Project Operation: 3

Number of Project Staff: 1 Full-time

Project Funding:

Federal	$50,000
State	23,100
Total	$73,100

Approach to Career Education. The Career Satellite Program is designed to involve greater utilization of community resources within Prince George's County for the purpose of providing information and experiences which will aid pupils in career planning and occupational choice. A career development specialist is assigned to three pilot clusters, each of which is a community of schools feeding and including one senior high school. The specialist encourages the development of satellite career groups composed of volunteers from the community who serve as resource persons for the schools in that cluster. Through the coordination of the specialist these resource persons will provide information about their work areas, on-the-job experiences whenever possible, and practical expertise in various job fields.

Some of the objectives of the Career Satellite Program are: 1) to identify and involve community resources that can contribute to career development; 2) to utilize these community resources more effectively and to coordinate the efforts of school and community in providing valid career information to students; 3) to develop more opportunities for learning experiences beyond the school walls for the purpose of orienting students to careers; 4) to organize the requests from schools to business and industry in order to avoid excessive demands; 5) to develop audio-visual aids to assist students in career development; 6) to involve classroom teachers, counselors and community resources cooperatively in career development; 7) to develop curriculum materials for career development; 8) to conduct inservice career development training programs for staff; and 9) to keep the school system informed of new programs and materials in career development.

Project Staff. The project staff includes one full-time professional career development specialist. He spends one-third of his time working with administrators, secondary teachers and guidance counselors, one-third giving workshops inservice and other training, and one-third in project writing and program and curriculum development. The school district of 270 schools is broken down into 15 clusters. Originally, the career development specialist worked with two elementary schools, two junior high schools and one senior high school from three of those clusters. In the second year the same arrangement was made in three additional clusters. At the same time any school which indicated an interest or a need for help was given as much support as the staff could supply.

School Staff. Staff members who are vital to the success and survival of the career education program have included teacher/counselor teams, school resource teachers, special education teachers, and administrative assistants. Administrative support is imperative. Success has been great in schools where a persons is available to serve in an administrative capacity and to assist and complement the classroom effort. Some schools have total commitment, others have only one grade level participating, others have a teacher or a counselor only. 75 elementary schools, 10 junior high schools and 5 senior high schools are involved in the program.

Training. Training takes place at the University of Maryland, Bowie State College, and in state and local workshops at local schools and universities. Most training was given by the supervisor of career education to selected teachers (vocational and non-vocational), guidance counselors, and some supervisors and administrators. Approximately 250 teachers and counselors have had some intensive training, ranging from two and one-half to five or ten day workshops. They were charged with acting as a cadre and training or at least recruiting fellow educators in their respective areas and/or schools. This training was primarily to familiarize and encourage teachers to develop programs and build into existing curriculum those career education concepts which would enhance the teaching and learning process. All kinds of materials were used, including print, non-print, audio-visual, consultants, and local staff.

Community Resources. This might be our strongest component. Job bank and resource pools have been developed through the Chambers of Commerce, Board of Trade, apprenticeship boards, and so on. We have found the Chambers of Commerce, individuals and private businesses to be most useful. Arrangements for use of resources are made either by the project director or the requesting schools. The resources are used in the summer for inservice training as well as during the school year.

Curriculum Materials. Roughly 75 percent of the curriculum materials are locally developed, for use by teachers, students and the central office staff. They cover all grade levels and exist in both print and non print media.

Materials produced by the project are described below:

1. The Career Satellite Program
   Print, 8 pages, intended for staff and community, grades K-Adult.

2. Career Development: A Community Approach
   Print, 25 pages, intended for community, staff and students, grades K-Adult.

3. Vocational Technical Opportunities in the Prince George's County Schools
   Film, 17 minutes, intended for staff, parents, community, grades 7-12.

4. The Career Satellite Program
   Slide-tape series, 20 minutes, intended for staff, community and parents. Shows K-12 effort and models.

5. Career Education Handbook: An Interdisciplinary Approach
   Print, 200 pages, intended for staff, grades K-Adult.
   This is a curriculum guide.

An Idea That Worked. The community approach for utilizing, parents, business, industry, labor and professional resources has been very successful.

PROGRAM OF CAREER EDUCATION
Harwich Public Schools
Harwich, Massachusetts

District and Project Information: 1973-1974

District Population:

Type of Area: Small Town

Students' Background: 88% White
12% Other

Per Capita Income (1972): $3,100

Contact Person:

Mr. John E. Filler
Director of Pupil Personnel Services
Harwich Junior High School
Oak Street
Harwich, Massachusetts 02645
(617) 432-2048

	District Schools	Project Schools
Number of Schools	3	2
Grade Levels	K-12	K-9
Number of Staff	140	90
Number of Students	1,800	1,300

Years of Project Operation: 1

Number of Project Staff: 1 Full-time
4 Part-time

Project Funding (1974-75):
Local $18,500

Approach to Career Education. In this project career education deals with the personal, social, and vocational aspects of life. It is designed to provide opportunities for students to develop accurate self-knowledge through clarification of values and discussion of the work ethics. It also focuses upon self-assessment of vocational apptitudes. The program attempts to provide vocational information and exploration for students and to help them determine tentative career choices. The program serves all students in the district in grades K-9, and precedes vocational education. At the elementary level, career education is infused in the the social studies curriculum. In grades 7-9, it is offered as additional content. Methods used to teach career education include discussion, hands-on experiences, and testing and review. The program also offers value clarification activities, instruction in basic economics and decision-making, vocational aptitudes assessments, and career counseling. The district has a Career Information Center and a Career Resources Laboratory. Many students are involved in field trips, observations, work simulation activities, and sample work stations in the community.

Project Staff. The project employs two coordinators, a Resource Lab instructor, and a career guidance counselor, all part-time. The project also employs a full-time career education instructor. The staff serve the elementary and middle schools in the district. They spend much of their time working with librarians and administrators in the schools. They also work directly with community representatives. They spend some time with the elementary and middle school staffs.

They also meet with an advisory committee of five members or less which is composed of teachers, principals, guidance counselors, and representatives of community organizations.

School Staff. Classroom teachers, career education teachers, and guidance counselors all carry out career education instruction in this district. Guidance counselors work both inside and outside the classroom on career education activities. About 80 percent of the elementary school staff and 15 percent of the middle school staff actively participate in career education.

Training. The project staff have provided training for 30 percent of the school staff in this district. They have also provided an orientation to career education for all of the other teachers, librarians, and guidance counselors in the elementary and middle schools. The training included teaching techniques and emphasized selection of materials and curriculum development. Training also included workshops and group and individual discussions with project staff. Training activities took place after school. About 85 percent of the materials used were locally developed and the remainder were commercially published. About 95 percent of the materials were intended for use with students and the remainder were professional materials.

Community Resources. The project staff have published a catalog of community speakers, trips, and student work sites. They are also available to make arrangements for use of these resources.

Curriculum Materials. About 75 percent of the career education instructional materials used are commercially published. Although there are materials for teachers and students at all grade levels, most materials are intended for students in grades 8-9. About 75 percent of these are in print and the remainder are audiovisual. All materials used in the program have been developed since 1970.

CAREER EDUCATION AND ITS IMPLICATIONS FOR THE MARBLEHEAD INDUSTRIAL ARTS PROGRAM
Marblehead School District
Marblehead, Massachusetts

District and Project Information: 1973-1974

District Population: 23,000

Type of Area: Small Town

Students' Background: 98% White

Annual Family Income:
50% $20,000 or more
20% $15,000-19,999
20% $10,000-14,999
5% $ 5,000- 9,999
5% Under $5,000

Contact Person:

Mr. Arthur L. Russell, Jr.
Supervisor of Industrial Arts
Marblehead High School
Marblehead, Massachusetts 01945
(617) 631-0900

	District Schools	Project Schools
Number of Schools	9	9
Grade Levels	K-12	7-12
Number of Staff	330	7
Number of Students	5,000	740

Years of Project Operation: 1

Project Funding:
Local: $126,000

Number of Project Staff: 7 Full-time

Approach to Career Education. Industrial Arts, because of its nature, is an ideal program to foster career education. Career education should provide opportunities for individuals to explore a variety of career areas so that each individual can select an area, or areas, best suited to his interests and abilities. After making this selection, a student's experience should prepare him for the world of work or for continuing education at a higher level. A career education program should be organized so that each individual is prepared to take a job if he wishes to do so upon graduation from high school.

Project Staff. The seven full-time staff members share responsibilities for program development and associated facility requirements, identification of community employment opportunities and arrangements for student interviewing, review of junior and senior high school texts, and plans for films, audiovisual aids and field trips.

School Staff. Industrial Arts teachers and guidance counselors carry out career education in the Materials Laboratory of both the junior and senior high schools.

Training. The members of the Industrial Arts Department have had several meetings concerning the implications of career education on the Industrial Arts program in grades 7-12 with the following aims in mind: to design a program that will suit the needs of all individuals, regardless of career direction, in that all will be consumers and users of industrial materials and products; to see that the program allows continuous horizontal exploration of career opportunities of an industrial nature in grades 7-12; to see that the program allows specialization at any point an individual selects a specific career; to ensure that the program is flexible enough to allow all youngsters to participate in vocational activities when they find they have the time available. Of the 15 job clusters developed by the U.S. Office of Education, the titles that seem particularly suited to exploration in the Industrial Arts are communications and media, recreation, manufacturing, construction, transportation, and consumer education.

Community Resources. The project staff reviewed career opportunities and offers of industrial assistance in Marblehead as well as in surrounding areas.

Curriculum Materials. All of the career education instructional materials used in the Industrial Arts program were developed by the seven members of the staff for grades 7-12.

Materials produced by the project are described below.

1. Materials Laboratory
   Graphics
   Woodworking
   Finishing and Metalworking
   Plastics
   Business
   Leather

   Intended for student use.

CAREER EDUCATION PROJECT
Northampton Public Schools
Northampton, Massachusetts

District and Project Information: 1973-1974

Contact Person:

Mr. Carl D. Thor
Career Education Coordinator
Northampton Public Schools
380 Elm Street
Northampton, Massachusetts 01060

(413) 584-8566

District Population:

Type of Area: Suburban

Students' Background: 99% White

Annual Family Income:

	District Schools	Project Schools
Number of Schools	10	4
Grade Levels	K-12	K-12
Number of Staff	360	140
Number of Students	5,000	2,600

Years of Project Operation: 1

Number of Project Staff:

Project Funding:

Local	$1,500
Total	$1,500

Approach to Career Education. The project began this year by involving 14 elementary teachers from two pilot schools in an effort to develop a career education curriculum guide. Next year these teachers will act as team leaders for all other elementary schools in the district. A secondary curriculum guide will also be developed next year. Thus far, efforts at the secondary level have centered on a cooperative effort in which 60 tenth graders have participated in a one semester exploratory program at the local vocational school.

Project Staff. The project employs a part-time coordinator who is also work study coordinator and serves as a high school guidance counselor. He was responsible for coordinating the curriculum development efforts of the elementary teachers in the project and for arranging and supervising the high school exploratory program.

School Staff. Fourteen classroom teachers have been involved in elementary curriculum development and will serve as implementation leaders next year. A number of teachers at the high school and the vocational school have contributed to the exploratory program for tenth grade students.

Training. Fourteen elementary teachers attended a three semester in-service course offered in the district by a state college. They also met once a month with the project coordinator to review and critique existing nationally-published materials as resources for the curriculum guide. Both the course and the meetings provided an orientation to career education and emphasized the use of local resources. Teachers received credit for participation in the course. About half of the materials used in training are commercially published. The remainder are locally-developed materials including an existing K-6 curriculum guide which will serve as a framework for the career education curriculum guide.

Community Resources. School staff have explored ways to include community resources in the career education curriculum when it is implemented next year. Student work sites are arranged by the existing cooperative education program.

Curriculum Materials. The project coordinator and elementary teachers are developing a career education curriculum guide based upon the existing K-6 guide and using commercially-published career education materials. This is not ready for distribution as yet but will be used next year.

An Idea That Worked. Using an existing curriculum guide and the expertise of teachers from within the system has resulted in the creation of a strong career education curriculum. The teachers offered insights into local needs. The use of the existing curriculum guide as a base will make career education easier to infuse. And finally, the teachers who created the curriculum will be on site to help in implementing it.

PROJECT VOICE (Vocational Orientation in Career Exploration)
Rockland Public Schools
Rockland, Massachusetts

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Suburban

Students' Background: 94% White

Annual Family Income: 50% $10,000-14,999
20% 5,000- 9,999

Contact Person:

Dr. Robert S. Levine
Principal
Rockland Junior High School
Taunton Avenue
Rockland, Massachusetts 02370
(617) 878-4341

	District Schools	Project Schools
Number of Schools	6	5
Grade Levels	K-12	K-8
Number of Staff	350	
Number of Students	4,350	3,150

Years of Project Operation: 2

Number of Project Staff: 2 Full-time

Project Funding:
State $16,690

Goals

1. To provide students with occupation information to make them aware of the meaning of work and its importance to them and society.

2. To promote an awareness in students by developing realistic views of the world of work and to encourage them to consider their own abilities and limitations.

3. To stress the dignity of work and the fact that every worker performs a useful function.

4. To use stimuli provided by the occupational world to help the student analyze himself and the kind of person he wishes to become.

Rockland, Massachusetts

The Project

Finances. Last year the project received ESEA Title I funding of $15,000. This year it received the increased amount of $16,690 also from Title I funding. Eighty six percent of project funds for this year was spent for project staff salaries. Small amounts were also spent in areas such as purchase of materials for classroom use.

Project Staff. The project staff includes two full-time people. One is a coordinator who was formerly in the area of special education, and the other is the junior high school principal who also serves as director of Federal funding. Last year the project worked with all grades K-8, but this year the emphasis has been directed more toward grades 7-8. In these grades, the junior high school principal works with six teaching teams. Two of these have chosen career education as the content for their curriculum, and the principal has worked closely with these teachers to implement this plan. Project staff also work with elementary teachers and principals and with junior high school librarians and guidance counselors, as well as with parents and community groups.

Training. Project staff, school staff, and consultants from higher education institutions provided training for thirty teachers and other school staff, primarily at the junior high school level. The training included an orientation to career education and focused primarily upon curriculum development and materials selection. The training sessions included workshops, demonstrations, self-instructional materials, trips, and group and individual discussions with project staff. Training materials were locally developed or were drawn from commercial and non-commercial sources. All were materials for teachers.

Curriculum Materials. This project has not developed curriculum materials as yet, but project staff have identified useful curriculum guides and student materials which they purchased for use by a particular classroom or to circulate throughout the project schools.

Community Resources. The project staff has identified and cataloged community speakers, trips, and materials, and are available to arrange for use of these resources.

Public Information. The project staff shares information about the project within the district by speaking at meetings, sending newsletters, inviting visitors, and preparing news items. Information is provided for parents, employers, and community organizations. The staff disseminate information outside the district by inviting visitors and observers.

The School Instructional Program

Staff. Classroom teachers and guidance counselors carry out career education instruction in the district. About twenty teachers actively participated in career education this year.

Content. The school staff has developed broad goals for the junior high school program as a whole. These emcompass the goals for the career education program. They have drawn upon national publications for career education concepts and a definition of career education. The program deals with work, citizenship, family life, leisure, ethics and morality, and esthetics. It contains vocational education. This summer, school staff will begin to develop detailed objectives for students in the program.

Methods. The methods used to teach career education differ from those used in the regular curriculum in that they include a greater use of community resources and more study projects and hands-on experiences. This year the district is not emphasizing career education at the elementary level. At the junior high school level career education is integrated into the subject areas of language arts/reading/English, mathematics, science, and social studies.

Evaluation

No evaluation of the project has been conducted.

PROJECT CAREER
Springfield Public Schools
Springfield, Massachusetts

District and Project Information: 1973-1974

District Population: 174,000

Type of Area: Urban

Students' Background:
68% White
19% Black
9% Puerto Rican

Annual Family Income:
35% $10,000-14,999
30% $ 5,000- 9,999
20% $15,000-19,999

Contact Person:

Mr. Norman T. Halls
School-Industry and Career Coordinator
Project Career
Springfield Public Schools
195 State Street
Springfield, Massachusetts 01103
(413) 733-2132

	District Schools	Project Schools
Number of Schools	46	5
Grade Levels	K-12	K-12
Number of Staff	1,700	
Number of Students	34,000	22,000

Years of Project Operation: 3

Number of Project Staff:

Project Funding:

State	$100,000
Total	$100,000

Approach to Career Education. This project is designed to offer career education to all students in grades K-12. Students in grades K-6 receive a career awareness activities program which acquaints them with jobs representative of the entire array of occupations. Students in grades 7-8 are involved in a borad orientation program which includes many hands-on experiences in a wide variety of skill areas. Career exploration offers students in grades 9-10 a full understanding of qualifications necessary to gain employment in specific occupations. In grades 11-12 students are involved in career preparation and receive either continued exploratory experience to be followed by post-secondary training or specific skill training in occupation education programs. The Massachusetts State Education Department has developed behavioral objectives for 20 occupations out of a possible 115. The project coordinator works with local industries to review and revise these objectives. School staff then use the revised objectives to develop curriculum packages at all grade levels. The district has also established a Career Information Center for junior and senior high school students. At the elementary level career education is infused in all subject areas. At the secondary level it is infused in English and mathematics courses in the technical high school.

Project Staff. The project employs one part time coordinator who works closely with 30 teachers at five schools in the district. He also spends time working directly with central office staff.

School Staff. Classroom teachers and guidance counselors working in guidance offices or in the classroom carry out career education instruction in this district. Thirty of the school staff actively participate in career education.

Training. The project coordinator has provided training for the 30 school staff who are actively involved in career education. He has also provided orientation for 80 percent of the administrators, teachers, librarians, and counselors in the district as a whole. Training has taken place after school or during the summer and school staff have received payment for participation. Training has included workshops, demonstrations, field trips, and individual conferences with the project coordinator. Sessions have stressed the use of community resources and have provided information about the world of work as well as teaching techniques and curriculum development. About 80 percent of the materials used in training are locally developed and the remainder are drawn from both commercial and non-commercial sources. All the materials used are designed for teachers rather than students.

Community Resources. The project has published a community index of resources available by subject area. Using the index teachers can request speakers, trips, materials, and student work sites. The coordinator and the School Volunteers' Office make arrangements for use of these resources.

Curriculum Materials. Most of the career education instructional materials used in the district are locally developed. The remainder are drawn from commercial and non-commercial sources. The coordinator and the teachers involved in career education have used behavioral objectives supplied as computer printouts by the State Education Department. The staff have revised these objectives with help from local business and industry and have used them to develop curriculum materials. They have developed many hands-on activities for classroom use. At the junior high school level these activities have been adapted for use with handicapped students. At the high school level specific activities have been developed for use in classes on electronics, construction, business skills, and many other areas.

Some materials produced by the project are described below:

1. Community Index...The Yellow Pages of Volunteer Human Resources.
   Print, 11 pages, intended for teachers, grades K-12.
2. Career Awareness with Project Career
   Print, 7 volumes, 25 pages each, intended for teachers, grades K-6. Titles includes Career Education in the Elementary Schools, Primary Activities, Intermediate Activities, Audiovisual Aids, Games for the Classroom, Field Trips, and Bulletin Board and Art Activities.

An Idea That Worked. This project has involved local business and industry in career education from the very first step of reviewing and revising objectives, and these businesses have offered much support and cooperation. One example is the annual "Skills for the 70's" sponsored each year by the Chamber of Commerce in cooperation with the public and parochial schools of Springfield. Local businesses provide exhibits manned by employees who can offer junior and senior high school students, counselors, teachers, and parents information on over 50 careers. Last year over 5,000 students visited the exhibits during the three day display. Students, counselors, teachers, and parents all become more familiar local career opportunities and have an opportunity to speak with new or experienced personnel about the skills and knowledge needed for each career.

LENAWEE VOCATIONAL-TECHNICAL CENTER EXEMPLARY PLACEMENT PROJECT
Lenawee Intermediate School District
Adrian, Michigan

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Rural

Students' Background: 87% White
12% Mexican American

Annual Family Income:
50% $ 5,000- 9,999
29% $10,000-14,999
14% $15,000-19,999
5% Under $5,000

Contact Person:

Ms. Paula Shirk
Placement Director
Lenawee Vocational-Technical Center
2345 N. Adrian Highway
Adrian, Michigan 49221
(313) 263-2108

	District Schools	Project Schools
Number of Schools	12	
Grade Levels	K-12	11-Adult
Number of Staff	2,400	200
Number of Students	22,500	1,600

Years of Project Operation: 3

Number of Project Staff: 1 Full-time
23 Part-time

Project Funding:

Federal	$ 2,704
State	18,096
Local	11,200
Total	$ 32,000

Approach to Career Education. The Lenawee Vocational-Technical Center Placement Project operates a county-wide placement service which coordinates all work-related programs for all the Lenawee County high schools. All placements, whether they be full-time, cooperative, or temporary, as with Lenawee's one-to-three week class extension (OJT) program, are coordinated by the placement office. In addition, a staff member called the job preparation coordinator works with all students in each of the center's programs every month, teaching the techniques and mechanics of getting a job and adjusting to the work environment. The program is implemented in a number of ways. The various occupational programs are interpreted to employers and the general public, jobs are solicited, student-recruiter interviews are scheduled, student applicants are registered, students are interviewed and referred, and vocational counseling is offered to applicants. Clients are assisted in relating their personal qualities, education and experience to occupational requirements; they are assisted in their search for employment; and the placement office attempts to cooperate with employers in the successful induction of the student into part-time and career positions. Placement personnel also assist employers by screening and referring qualified applicants for jobs and act as liaison agents in acquainting the center's personnel with the needs of business and industry. Constant attempts are made to evaluate the success of the occupational programs in meeting community needs. Reports and studies of former students are made, including a yearly evaluation and follow-up. In the 1973-74 school year, a three and five year follow-up study was made. The over-all evaluation of the program is made in terms of the number of the center's graduates who are employed in work they prefer and have been trained to perform or who are otherwise occupied in activities they have chosen and are not available for placement services.

Project Staff. The only full-time staff member of the Lenawee Placement Project is the director. However, a wide array of people contribute to the program. The placement office works with counselors and other school personnel, cooperative education coordinators, the center's instructional staff, Neighborhood Youth Corps coordinators, social services personnel, county school psychologists, and special consultants who work with physically, emotionally, and socially handicapped students. Placement office staff also work with remedial instruction personnel at the center, the center's vocational counselor, outside sources such as the MESC Office, Lenawee County employers, and all the center's advisory committees in providing job placement information and job procurement advice. In addition, the job preparation coordinator works with students in the center once each month providing pre-employment training. The placement office is the central coordinating element of the program. The placement director's time is divided between such activities as student interviewing, discussions with teachers and employers, and direct contact in the community with employers and with counselors and students in the county's twelve secondary schools. Working with the director is a full-time counselor at the vocational-technical center. He spends 50 percent of his time consulting with other educational personnel, 25 percent counseling/instructing students in group settings, 10 percent making contacts in the community and 10 percent conducting tests and planning and evaluating program activities. Most of the teachers at the center aid in the placement effort through the coordinating program. Teachers are responsible for maintaining contacts with employers who have students from their instructional program. They receive feedback and evaluations and deal with problems that arise. They are paid a sum in addition to their teaching salary to serve in this coordinating capacity. This sum is based on the number of students employed. The job preparation coordinator, a position created in response to employer feedback, has come to play an important role in readying students for employment. This pre-employment training, two and one half hours each month for each instrucitonal group, consists of classroom instruction in abilities and attitudes appropriate to work situations in general, as well as assistance and practice in seeking out jobs and successfully completing applications and interviews. It also contains units in human relations, consumer economics, citizenship and post-employment considerations such as unions, tax forms, and fringe benefits. Outside speakers are brought in, and students are taken on field trips to enrich the course. The job preparation program is still undergoing development and definition, but is definitely being met with positive response. Many other people indirectly participate in placement work. They include two special consultants, who work with special needs students, like the physically, emotionally, mentally, and socially handicapped, a vocational rehabilitation counselor, who works with severely disabled students in the county, the center's director and an assistant director of vocational education.

School Staff. Every staff member at the Lenawee Vocational Center is involved to some extent in the placement project. In Lenawee, the feeling is that an instructor who spends part of his time in the community in direct communication with local employers, will bring back to his students up-to-the-minute information on the most current aspects of employment which relate to his particular subject area. Thus, 20 of the 22 instructors at the center double as cooperative education coordinators, and directly follow their own students' progress on the job. If a student has difficulties, he is brought back into the center if need be. Instructors who do not coordinate are also directly involved in the placement effort through job development and advisory committee participation.

Training. The focal point of the placement project is the student. Students who attend the vocational-technical center receive training in the vocational area they have chosen. Students who receive their training only at their home schools are eligible to apply for cooperative education or for full-time placement. Local school counselors receive formal (meetings) and informal (one-to-one) training on techniques for selecting students for the center's program. Specifically, the placement office is involved in all the aspects of training each client in the mechanics and techniques of getting and holding a job.

Community Resources. The most commonly used community resources are the local employers, who are involved in every aspect of the work of the Lenawee Placement Office. In 1973-74, 85 employers visited the center's job preparation program to contribute their expertise. They were carefully chosen from the total spectrum of the Lenawee County labor force. In addition, most of the center's students visited at least two job sites which were directly related to their declared vocational direction. Through both formal and informal employer surveys, knowledge is gained about the degree of success achieved by the students when sent to an interview, when hired, after a month on the job, and at various times from then on. Employers keep permanent records on each referral.

Curriculum Materials. Various materials have been developed by the Lenawee Placement Office. These are directed to specific programs coordinated by the placement office, such as job preparation and the various work programs, as well as to employers, local school personnel, students' and center personnel. Where necessary, guidelines have been developed and put into writing. The goals of any materials developed are to effectively communicate with the persons involved. An example of this is the cooperative education brochure which outlines the specific responsibilities of students, employers, parents, local schools and the center.

Materials produced by the project are described below:

1. Brochures for Co-op program, employers, students, local school personnel
   Print, 1-15 pages; intended for students and adults, grades 11-adult. These brochures describe actual activities.

2. Referral materials
   Printed cards, intended for employers and filing, grades 11-adult. These include referral cards, survey cards, employer record cards, job order cards.

3. Case Studies in Practical Career Guidance No. II
   Published materials, 16 pages, intended for national dissemination. Part of a study in 1973 by American Institutes for Research.

4. Project Final Reports 1972,1973,1974
   Print, 4-8 pages; intended for the State Department of Education and national dissemination.

Adrian, Michigan

An Idea That Worked. The total staff involvement in the placement operation is a unique feature of the Lenawee Placement project. Every instructor has a direct involvement, ususally through cooperative education and the on-the-job-training program. These involvements often lead directly to the full-time employment of graduates. In 1974, the center graduated approximately 600 students and had 350 in cooperative education. Seventy-five percent of the students had on-the-job-training, some of which led to cooperative education and full-time placement. The philosophy of the placement project supports the idea that when instructors are directly and purposefully involved with employers, the student benefits through relevant curriculum and precise placement. In every case, great efforts are made to match the person, his interests, abilities, and goals, to the job and to the needs of the employer. Also, with the instructor in the field, immediate action can be taken on the student who is having difficulty on the job. He can be counseled on the job or brought back to the center for additional training. Graduate placement has been in excess of 99 percent in each of the three years of the project's operation. In the opinion of the placement director, the degree of success attained by the project is due to total staff interest and involvement.

MANLEY COMMUNITY SCHOOL CAREER EDUCATION PROJECT
Flint School District
Flint, Michigan

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Urban

Students' Background:
42% Black
38% White
11% Spanish
9% Other

Annual Family Income:
30% $15,000-19,999
25% 10,000-14,999
20% 5,000- 9,999
17% Under 5,000
8% 20,000 or more

Contact Person:

Mrs. Anne Gregory
Elementary Director of Community Education
3002 Farley Street
Flint, Michigan 48507
(313) 743-4140

	District Schools	Project Schools
Number of Schools	43	1
Grade Levels	K-12	K-Adult
Number of Staff	3,000	23
Number of Students	41,000	450

Years of Project Operation: 4

Number of Project Staff: 23 Full-time

Project Funding:

State		$ 38,000
Local	Mott Foundation	90,000
Total		$128,000

Approach to Career Education. The career education program is correlated with all disciplines of the curriculum. A special project person is employed to man the equipment, plan inservice programs, and team teach with the 20 regular classroom teachers. The goals of the project are first, to develop the self-awareness of K-6 pupils and to help teachers become more creative and innovative in their teaching methods. Secondly, the junior and senior high drop-outs living in the community are urged to use the laboratory for enrichment and exploratory purposes. In addition, the project staff seeks to attract parents and adults to attend evening sessions designed to provide upgrading and retraining and to encourage them to serve as resource persons. The project has not been correlated with vocational education. Two specifically equipped rooms provide space and opportunity for hands-on projects. While grades K-6 are served, emphasis is on grades 4-6 for stressed awareness of varied occupations.

Project Staff. During 1973-74 there were 23 staff professionals, 16 paraprofessionals and a specially trained teacher to work with the regular classroom teachers, parents, and two administrators. This demonstration project is housed in one building. Thirty third grade teachers have volunteered to teach units of study from Ohio State University in 30 other schools. The special career education teachers 100 percent of their time with students and staff members.

School Staff. A full-time career education coordinator for the district has been appointed. He will be responsible for expanding the program to include grades

K-13 in all schools. There will also be a staff of four placement counselors as well as the regular junior and senior high school academic counselors. Most instruction is carried out by regular classroom teachers. Some demonstration teaching may be done by the coordinator if a teacher needs help in correlating his subject with the career education materials.

Training. Michigan State University and Ohio State University provided inservice training for administrators, teachers, principals, and coordinators. The purpose of this training was to tie career education concepts into the regular curriculum at the elementary level; progressing to exploratory material at the junior high level and career choices in senior high school. Local business and industry also helped with job interviewing techniques.

Community Resources. The project staff was most anxious to concentrate first on use of individual talents. For example, when the fifth grade studied letter writing, the staff utilized the skills of one father who worked for the local newspaper and another who worked for a local TV station. When a community resident was killed in Viet Nam, the staff asked the local mortician to speak to the sixth grade concerning his services to the family as a health expert, counselor, social worker and businessman. Although this was to have been a 30-minute lecture and question and answer session, the mortician returned four times to answer questions and to supply information which the sixth graders so eagerly sought.

Curriculum Materials. The curriculum units, designed primarily for grades K-6, are intended for staff and students but parents, too, can benefit from their use. A slide presentation depicting students, staff, parents and resource persons interacting in a variety of project activities has also been made available. There is only one set of slides at present because of limited funds.

Units of study produced by the project are described below.

1. Self/Family.
   One year study unit intended to develop self-awareness. Intended for kindergarten students.

2. Neighborhood.
   One year study unit which introduces the concept of the community and is intended for first grade students.

3. Community (Local School).
   One year study unit which illustrates services available from community people and is intended for use with students in grade two.

4. City of Flint.
   One year study unit which expands the concept of community to include the entire city and is intended for grade three students.

5. State of Michigan.
   One year study unit for developing knowledge of the state, intended for students in grade four.

6. The United States, Our Nation.
   One year study unit for developing knowledge of the entire country, intended for students in grade five.

7. Canada, Mexico and Latin America.
   One year study unit intended for students in grade six.

An Idea That Worked. Involving the project's instructional resource person (a certified teacher), the regular classroom teacher, the career education teacher, and paraprofessionals in an inservice meeting gave everyone an opportunity to make meaningful contributions to the program. It also made them feel more responsible for its results. The administrative staff played a key role in securing the resource person by viewing projects in Bertie County, North Carolina and Trenton, New Jersey in 1970 as well as other projects which had merit. Inservice or pre-service training is available to everyone who contributes directly to program implementation.

MACEP (MENOMINEE AREA CAREER EDUCATION PROJECT)
Menominee Area Public Schools
Menominee, Michigan

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Small Town

Students' Background: 99% White

Annual Family Income: 50% $ 5,000- 9,999
20% $10,000-14,999
20% Under $5,000

Contact Person:

Mr. Tom Pichette
MACEP Co-Project Coordinator
Menominee Area Public Schools
13th and 13th
Menominee, Michigan 49858

(906) 863-8143

	District Schools	Project Schools
Number of Schools	12	6
Grade Levels	K-12	K-12
Number of Staff		180
Number of Students		3,600

Years of Project Operation: 3

Number of Project Staff: 2 Full-time

Project Funding:

Federal	$48,000
Total	$48,000

Approach to Career Education. This project defines career education as the development of the skills and knowledge through which individual students may fulfill their own unique needs with regard to occupational choice, social responsibility, leisure activity, and personal development. The project is desgined to help each student develop a more objective opinion regarding himself, knowledge of the various options open to him, and skills in goal formulation, personal planning, and decision making. It is the goal of the project to enable every student to make a tentative career choice, graduate from high school with a salable skill, and enter further education or immediate employment. At the elementary level, using career education goals, teachers have selected or created activities which may or may not be infused with math or communication arts. At the secondary level, career education activities have been infused primarily in English and mathematics as these areas are skill-oriented and teachers are conscious of the work-relevance of these skills. In this district career education contains vocational education. Career education concepts are conveyed through student projects, hands-on experiences, role playing, and outside-of-school demonstrations, as well as more traditional methods.

Project Staff. This project employs two full-time co-project coordinators, one drawn from elementary-level work and one from secondary-level work. This year the coordinators serve four elementary schools, a middle school, and a high school. They spend 40 percent of their time with the elementary school staff, 40 percent with the middle school staff, and 10 percent with the high school staff. The remainder of their time is spent with community representatives. They most frequently work directly with teachers, although they also work with administrators, guidance counselors, and librarians in the district.

School Staff. Classroom teachers carry out career education instruction in this district. About 80 percent of the elementary teachers, 50 percent of the middle school teachers, and 20 percent of the high school teachers in the district actively participate in career education.

Training. The project staff with help from local school staff and university consultants have oriented all of the staff in the schools served by the project. They have also provided more intensive career education training for all of the administrators and 70 percent of the teachers, counselors, and librarians in those schools. Teachers have received released time during school hours to participate in training which has included workshops, group and individual conferences with project staff, demonstrations, trips, and the use of self-instructional materials. They have also received released time for planning and coordinating activities. Training has focused particularly upon process-skill training in creating and using curriculum units. Almost all of the materials used in training are locally developed. These include self-explanatory materials for teachers who choose to enter into performance contracts to create and/or field test curriculum units. In addition to providing training within the district, project staff have taught part of a university sponsored career education course.

Community Resources. Within the Career Education Catalog which the project staff have created is included a manual for teachers on how to use community resources effectively. Using this information, teachers in the district make individual arrangements for needed resources.

Curriculum Materials. The project staff and school staff have worked together to develop career education instructional materials and to identify useful existing materials. About 90 percent of the curriculum guides and student materials used in the district are locally developed, although some commercial materials are used. Most of the materials used in the district are designed for teachers, particularly at the elementary level. About a third are materials for students, also mostly at the elementary level. About 85 percent of the career education materials are in print and 15 percent are audiovisual.

Some materials produced by the project are described below:

1. Career Education Catalog
   Print, 100 pages, intended for teachers and project directors, grades K-8.

An Idea That Worked. The project coordinators created a Career Education Catalog for teachers. It includes basic information about career education and a discussion of needed teacher skills such as public relations, interviewing, arranging field trips, and selecting activities. It also provides step-by-step self-instruction for producing a career education curriculum unit based upon career education goals and incorporating basic skills. This is followed by sample units and specific goals and outcomes in the areas of self-awareness and understanding, opportunities and options, and basic skills. The catalog also includes additional sources of information and help and working forms for unit development. This material which is in notebook form is augmented by a cassette tape which serves as an audiovisual handbook on career education. The tape describes the unit development process, outlines performance contracting arrangements in the district, and stresses the Goal Process Model. The use of this process model as a teacher management skill for relating objectives, processes, and outcomes elicits more goal-centered learning and shows students how to adopt goal-centered behavior for themselves. This concept is central to career education in this district. The catalog also includes a second tape on which teachers can record their responses for project staff. As this type of self-instructional catalog can be used at any time, at any place, by any teacher, project staff do not need to coordinate group meetings in order for career education units to be created. This permits them much more free time to give individual help to teachers as they create materials.

CAREER EDUCATION PROJECT
Pontiac Public School District
Pontiac, Michigan

District and Project Information: 1973-1974

District Population: 85,000

Type of Area: Urban

Students' Background: 60% White
35% Black
5% Latino

Annual Family Income: $ 8,000 (est.)

Contact Person:

Mr. Robert Rochow, Director
Pontiac Adult-Student Learning System
1830 W. Square Lk. Rd.
Pontiac, Michigan 48053
(313) 338-3461

	District Schools	Project Schools
Number of Schools	31	2
Grade Levels	K-Adult	10-12
Number of Staff	900+	150+
Number of Students	21,000	3,500

Years of Project Operation: 1

Number of Project Staff: 4 Full-time

Project Funding:

Federal (VEA) Part D	$106,000
Local	
Total	$106,000

Approach to Career Education. Traditionally, high schools have served as a feeder system to the colleges and universities and have tended to focus their resources on college preparatory programs. Middle schools or junior high schools have had mixed missions, with some confusion and lack of unity of purpose. Even with the introduction of the comprehensive high school in the late 50's, the secondary schools have rarely met the needs of all their students. In part, the problem has been the lack of clearly defined purposes and systematic identification of student needs.

With the passage of the 18-year-old age of majority, it is essential that secondary schools begin to interpret their role in terms of better preparing their students for adulthood. The luxury of a three year grace period between high school graduation and full adulthood is no longer available. Therefore, the schools must begin to spell out their student performance objectives in terms of a full range of career opportunities. In this sense, career education is not to be narrowly defined as occupational training, vocational education, or industrial arts. Career education, rather, is defined "as educational activities from kindergarten through adult life which provide an individual with the attitudes and skills necessary to select and be successful in a career field. This includes the blending of occupational preparation, career exploration, consumer education and general education programs".

It has become evident that secondary schools cannot accomplish this task in isolation. A true partnership must be formed involving schools, employers, parents, and students in order to assemble the resources and support necessary to guarantee that each senior high student will be prepared for adulthood. This preparation must include living, learning and working skills for all students regardless of their post high school plans.

Dr. Robert Carkhuff best illustrates the program philosophy we are implementing from his keynote address to the Division E., Human Development of the American Research Association in February of 1973.

He offers these critical questions: How do we meet society's economic needs? How do we develop individual human resources? Are the two mutually complimentary? Must we return to the traditional forms of education of the 1930's? Or can we move ahead to develop functional education programs?

The answer to all these questions is skills. We can meet society's economic needs if our employers and workers have skills. We can develop our educational resources if our teachers and students have skills. We can develop our human resources if our parents and children have skills.

By skills I mean observable and measurable operations. Skills are trainable and repeatable, their efforts are, within limits, predictable. Skills are anything you can teach me a piece of in a minute and tell me where I'll be in an hour, or a day or a hundred hours or a year.

Skills are not defined by spontaneity. They do not involve "doing your own thing". Skills are the quantity and quality of responses to a given situation that an individual has in his repertoire at a given point in time.

What, then, are those skills that can make parents and children effective? They are those that help them explore where they are in relation to people, to learning, to work. They are those that help persons get from where they are to where they want to be. These are the essential ingredients in any learning experience.

The learner, whether employer or worker, teacher or student, parent or child, must engage in the following three learning phases:

1. Exploring where he is in relation to his world.

2. Understanding where he is in relation to where he wants to be in his world.

3. Acting upon how to get from where he is to where he wants to be in relation to his world.

Project Staff. The project staff includes a director, two instructional leaders and an internship co-ordinator. Their function is to train, support and deliver to teachers, business, industry and students, the goals and objectives of the project.

Training. The project staff have developed skills in program development, problem solving, interpersonal relatons teacher delivery and career awareness and preparation. They transmit these skills to teachers, administrators and students.

Community Resources. The City government, the school district, three General Motors plants and other local business and industry will provide internship experiences for students in the program.

Curriculum Materials. "The Art of Developing a Career" developed by Carkhuff and Friel, is the basis for the program. The staff has, in addition, developed strategies and methods to deliver the Pontiac Adult-Student Learning System to students. This is a highly organized system of principles and goals based on the overall premise that if a student can transfer the skills learned in the career development class to other areas of his life, then this class will truly become a functional growth experience.

LEARNING EXPERIENCES IN TECHNOLOGY (LET)
Royal Oak, Michigan School District
Royal Oak, Michigan

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Suburban

Students'Background: 99% White

Annual Family Income:

Contact Person:

Mrs. Irene A. Mann
Career Education Coordinator
Royal Oak, Michigan School District
400 Crooks Road
Royal Oak, Michigan 48073
(313) 435-8400

	District Schools	Project Schools
Number of Schools	24	19
Grade Levels	K-12	K-8
Number of Staff	1,265	147
Number of Students	15,566	3,240

Years of Project Operation: 3

Number of Project Staff: 2 Full-time

Project Funding:
Federal VEA $ 133,898

Approach to Career Education. The project began during the 1971-72 school year with 20 selected elementary teachers representing grades 1-6 in seven schools. During the 1973-74 school year, the elementary component of the project has increased to 105 teachers, in 15 schools. The project has expanded to include the junior high school and involves an interdisciplinary team of 33 junior high teachers from four schools. Inservice sessions throughout the school year enable teachers to develop integrated teaching units, exchange ideas, and expand the content of the career education project. Each teacher has to develop and implement four units during the year. The career units evolve from existing curriculum and the normal teaching strategies are expanded to include student planning, information about careers, role playing, parent involvement, hands-on activity, field trips, and the use of role models. Career education is being infused into all subject areas and not being taught as a separate subject. Learning resource teachers, special education teachers, and guidance counselors work with the classroom teachers to help in the development and implementation of these units.

Project Staff. There is an elementary coordinator who spends 20 percent of his time conducting inservice training for teachers, counselors, and administrators. Another 20 percent of his time is spent identifying community resources, and working with a parent resource committee. He spends another 40 percent of his time assisting teachers in classrooms and meeting teachers' needs, and the rest of his time is spent on curriculum development, assisting other districts, and in general public relations. In addition to the elementary coordinator, the project staff includes part-time graduate students who assist teachers, one full-time and one half-time secretary, and a junior high coordinator.

School Staff. Teachers implement units within their classrooms. Parents, guidance counselors, learning resource teachers, college students and others assist the teachers. At the elementary level, 105 teachers are involved, and in the junior high school, 33 teachers and four counselors are involved on a team basis in career education. The program is being extended to the high school on a voluntary basis when teachers ask for assistance.

Training. In 1971-72 there were 40 hours of pre-school inservice training for the 20 participants as well as bi-monthly inservice meetings during the school year. In 1972-73, the project sponsored 30 hours of pre-school inservice for 43 elementary teachers who were new to the project, and provided bi-monthly inservice for them as well. Inservice training, monthly instead of bi-monthly, was continued for the elementary school teachers who participated during the previous year. In 1973-74, 25 hours of pre-school inservice and monthly inservice were offered for the 42 elementary teachers who were new to the project. All other teachers had three days of inservice during the school year. From 1972 to 1974, in the junior high, the project offered 20 hours of pre-school inservice and monthly inservice. All training was conducted by the project coordinators, and Eastern University personnel acted as consultants. The goals of staff training were to identify concepts and objectives, to develop curriculum, to identify and teach processes and to demonstrate the "how to" for an active learning environment. Teachers exchanged ideas, identified resources, improved communication skills and, in general, increased their ability to implement the career education program. Training techniques included brainstorming, group processes, problem solving, and decision making.

Community Resources. All integrated career education units include a field trip and role model. A parent resource committee was organized to recruit adults willing to serve as role models. The committee approached parents, college and high school students, vocational education people and representatives of local business and industry. People in all of these categories serve as role models; parents, especially, play a vital role in the program. In each unit the parent resource committee began its work after the teacher decided which career areas would be covered in a four month period. The resource committee identified appropriate role models for those career areas and made the initial contacts with people who could help. The teacher or project secretary made final arrangements. A resource guide, listing role model volunteers and the contact procedure for each has been compiled and is continuously updated.

Curriculum Materials. Two guides for implementation (one for grades K-6 and another for grades 7-8) and three teaching handbooks for the integrated unit were developed by teachers involved in the project. Last year these units were field tested and revised and they are now being printed. An audiovisual slide presentation was developed to inform parents, community and others about this career education project.

Materials produced by the project are described below:

1. Learning Experiences in Technology: Guide for Implementation
   Intended for teachers, administrators, and counselors, grades K-6.

2. Learning Experiences in Technology: Guide for Implementation
   Grades 7-8.

3. Learning Experiences in Technology: Integrated Unit Teaching Handbook
   Intended for classroom teachers and curriculum personnel, grades K-2.

4. Integrated Unit Teaching Handbook
   Intended for classroom teachers, grades 3-4.

5. Integrated Unit Teaching Handbook
   Intended for classroom teachers, grades 5-6.

An Idea That Worked. Teachers, principals, couselors, and resource teachers were involved in a "change process" project (Havelock model - Institute of Social Research). Its purpose was to set up teams in each school for the maintenance and expansion of career education when current funding ceased. The skills taught were problem solving, group dynamics brainstorming, force field and setting time lines. The last planning session resulted in a model design for a district Career Education Coordinating Council. This will be made up of teachers, principals, a counselor and a coordinator and it will facilitate communication and exchange of ideas in order to maintain and expand career education in the district.

CERT (CAREER EXPLORATION FOR RELATED TRAINING) *
Eastern Upper Peninsula Intermediate School District **
Rudyard, Michigan

District and Project Information: 1973-1974

District Population: 60,000

Type of Area: Rural

Students' Background: 97% White

Annual Family Income: 50% $5,000-9,999
30% Under $5,000

Contact Person:

Mr. Robert W. Wiles
Assistant Superintendent for
Career Education
Eastern Upper Peninsula
Intermediate School District
Box 278
Rudyard, Michigan 49780

(906) 478-4461

	District Schools	Project Target
Number of Schools	15	11
Grade Levels	K-12	8
Number of Staff	600	
Number of Students	14,000	11,000

Years of Project Operation: 3

Number of Project Staff: 1 Full-time

Project Funding:

Federal	Title III	$44,000
Local		4,000
Total		$48,000

Approach to Career Education. This project is designed to involve all eighth grade students in the district in career exploration. It aims to familiarize these students, their teachers, and their parents with the programs available in their individual schools as well as in the Area Vocational Center. The project is working toward establishing a career development program in every school in the district. The project began with a workshop for 50 teachers from these schools. Each teacher designed a 30-hour exploration program for his class. Each program was designed for vicarious exploration of the world of work through resource persons, on the job visitations, classroom materials, and visits to the Area Skill Center. During that school year, 1200 eighth graders participated in these programs. During the following summer, each of these students had an opportunity for a two-day hands-on experience in each of his four major interest areas at the Area Skill Center. This program has been designed for all students in the eighth grade as this is a particularly crutial time in planning for appropriate high school and post-high school study or employment.

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* The project described represents only one part of career education activities within the district.

** This intermediate school district serves 15 local school districts.

Project Staff. The project employs a full-time director who works with all 11 of the schools in the district which include eighth grade. The director spends about 80 percent of his time working directly with eighth grade teachers and guidance counselors. He also spends some time working directly with community representatives and has some contact with central office staff. In addition to the director, the project is served by 20 vocational instructors from the Area Skill Center who work with eighth grade teachers and students during their summer hands-on experiences.

School Staff. Classroom teachers, using the units they have created in summer workshops, carry out career education instruction in this district. Guidance counselors also work outside the classroom to convey career education awareness and concepts to students and parents. About half of the eighth grade teachers and guidance counselors in the district actively participate in career education.

Training. This school district, the Michigan Department of Education, and the Lake Superior State College cooperate to offer a week long summer workshop for teachers. Teachers live at the campus during this week and are paid to attend. They can also obtain college credit by paying college fees. Training sessions include workshops and group and individual discussions with project staff and other trainers. Workshops cover interest and abilities survey techniques, demonstrations of materials and testing devices, and presentations by community resource persons. Teachers then develop 30-hour class programs as described above. About half of the materials used in training were locally developed and the remainder are drawn from commercial and other sources. Most of the materials used are designed for students although some professional materials are used. About 35 teachers attended the first session of this type and 59 attended this year's training. The project director provided follow-up activities and support for these teachers for the school year. In addition, an orientation to career education has been provided for all of the administrators and about half of the teachers, librarians, and guidance counselors who serve eighth grade students in the district.

Community Resources. The project director makes arrangement to use community speakers and field trips, both for teacher training and for student experiences. He also meets with an 11-15 member advisory committee composed of parents, representatives of community organizations and the public at large, as well as central office staff, principals, teachers, and guidance counselors.

Curriculum Materials. About 30 percent of the career education instructional materials used in the project are locally developed. Thirty percent more are drawn from non-commercial sources and 40 percent from commercial sources. The project director has identified useful commercial materials which have been purchased for use in the district. He has also worked with school staff to create the 30-hour exploration programs described above. Most of the materials used in the project are designed for eighth grade students, although about 15 percent are materials for teachers. About half of the materials are in print and half audiovisual.

Rudyard, Michigan

Some materials produced by the project are described below:

1. Career Education Resources Teachability.
   Print, 40 pages, intended for teachers and school administrators, grade 8.
   Includes 30-hour units in career education designed by teachers in the district.
2. Two Hour Hands-On Activities
   Print, 50 pages, intended for teachers and school administrators, grade 8 or Skill Center.
   Includes career exploration activities selected by students from the 15 clusters available at the Area Skill Center.
3. Counselors in Career Education.
   Print, brochure, intended for teachers and guidance counselors, grade 8.

MOBILE CAREER DEVELOPMENT CENTER *
Eastern Upper Peninsula Intermediate School District **
Rudyard, Michigan

District and Project Information: 1973-1974

District Population:	60,000
Type of Area:	Rural
Students' Background:	97% White
Annual Family Income:	50% $5,000-9,999 30% Under $5,000

Contact Person:

Mr. Robert W. Wiles
Assistant Superintendent
for Career Education
Eastern Upper Peninsula
Intermediate School District
Box 278
Rudyard, Michigan 49780

(906) 478-4461

	District Schools	Project Schools
Number of Schools	15	11
Grade Levels	K-12	8-12
Number of Staff	600	
Number of Students	14,000	

Years of Project Operation: 4

Number of Project Staff: 2 Full-time

Project Funding:

State	$18,000
Local	$26,000
Total	$44,000

Approach to Career Education. This district has acquired a mobile unit equipped as a guidance office to implement career development in schools within the district. Counselors assigned to the unit collect, organize, and disseminate career information to high school students, teachers, and other counselors. This process, in conjunction with formal counseling, provides an effective, balanced program of career guidance. The counselors work through classroom teachers at the elementary level to stress self-awareness and to introduce the students to the world of work. They also assist junior high school students in career exploratory activities in conjunction with the Career Exploration for Related Training (CERT) program and serve as a resource center for teachers. At the senior high school level counselors aid students in focusing their interests and aptitudes on specific careers and further advising them on the steps necessary to achieve their career goals. In addition, the unit provides individual and group counseling, interest and aptitude testing, job site visitations, weekly radio programs on career opportunities in the area, procurement of resource people, and lesson plans on job interviews, job applications, and resumes. It also provides meetings on apprenticeship programs and assistance to school teachers and administrators in the development of their career education program.

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* The project described represents only one part of career education activities within the district.

** This intermediate school district servces 15 local school districts.

Project Staff. The unit employs two full-time guidance counselors who serve all grade 8-12 students in the district. The counselors spend about 65 percent of their time working directly with students. The remainder of their time is divided between central office staff, teachers at all grade levels, and the community.

School Staff. During this year about 15 percent of the elementary school staff, 45 percent of the junior high school staff, and five percent of the senior high school staff received services from the unit and actively participated in career education.

Training. Although the unit provides support for teachers and counselors, no specific career education training has been organized by unit staff. School staff in the district receive training in career education through in-service program which are separate from this project.

Community Resources. Project staff procure community speakers and resource people and arrange for job site visitations. They serve as a liaison between these resources and classroom teachers and counselors in local districts.

Curriculum Materials. The unit has acquired many career education materials for students and some professional materials. The unit offers occupational film strips, cassette records, career films, self-exploration kits, occupational briefs and monographs, standard reference texts, post-secondary public and private school publications and catalogs, reproduction facilities, and numerous books, games, and pamphlets related to careers. About 60 percent of the available materials are in print, and the remainder are audiovisual materials. Project staff work to maintain the currency of the materials and to investigate new resources to share with students and teachers in the local districts.

CAREER RESOURCE CENTER *
South Washington County Schools
Cottage Grove, Minnesota

District and Project Information: 1973-1974

District Population:	50,000
Type of Area:	Suburban
Students' Background:	97% White
Annual Family Income:	50% $15,000-19,999

Contact Person:

Mr. Rodney Hale
Career Resource Center
Park Senior High
8040 80th Street South
Cottage Grove, Minnesota 55016

(612) 459-5571 ext. 292

	District Schools	Project Schools
Number of Schools	14	1
Grade Levels	K-12	10-12
Number of Staff	400	120
Number of Students	13,000	2,200

Years of Project Operation:	Will begin in 1974-75
Number of Project Staff:	1 Full-time

Project Funding for 1974-75:

Local	Special Project Funds	$25,000
Total		$25,000

Approach to Career Education. The project director has directed innovative work study and work experience programs, as well as cooperative work with area vocational schools for high school and college students. He has also taught career education at the university. The school board designated him as a resource person for career education. Recently, he proposed a career resource center to serve senior high school staff and students. This project will begin in school year 1974-75.

This district defines career education as the integration of self in society through work lasting one's entire life. It is designed to offer every student the opportunity to test and retest the reality of his career plans at any point before leaving school. The career education curriculum stresses decision making skills and the relationship between the world of work and regular school subjects. Career education is infused in other subject areas in this project, especially in vocational education subjects. Career education concepts are frequently taught by means of student projects and demonstrations.

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* The project described represents only one part of career education activities within the district.

Project Staff. The project employs one director as described above. He serves the senior high school and spends most of his time working directly with students and teachers. He also spends some time working with junior high school staff.

School Staff. Teachers carry out most career education instruction in this district. About half of the senior high school staff and one-fourth of the junior high school staff will actively participate in career education next year. About half of the elementary school staff will also participate although not in this project.

Training. The project director will offer an orientation to career education to all of the staff in the high school. The orientation will include workshops, field trips, and lectures and will take place during school hours. The director may get a university appointment and thus be able to offer college credit to participants. About half of the training materials will be professional materials and half student materials. All will be locally developed.

Community Resources. The project director plans to publish a catalog of community field trips, speakers, materials, and student work sites. He will also be available to make arrangements for community trips, speakers, and materials.

Curriculum Materials. The project staff and school staff have worked together to develop some materials about the project. They will also develop curriculum guides and student materials. About 80 percent of the instructional materials used in the project will be locally developed. The remainder will be obtained from commercial sources. Almost all of the materials used will be designed for senior high school students, although some teacher materials and some materials at lower grade levels will be available. Eighty percent of the materials will be in print and the remainder will be audiovisual materials.

Some materials produced by the project are described below:

1. Career Implementation Plan
   Print, 22 pages, intended for educators, grades K-12.
2. Resource Center Model
   Print, intended for educators, grades K-12.
3. Career Education Presentation
   Audiovisual-2 screens, 15 minutes, intended for the general public.

INTER-DISCIPLINARY CAREER PROGRAM
Robbinsdale Independent School District #281
Minneapolis, Minnesota

District and Project Information: 1973-1974

District Population: 42,000

Type of Area: Suburban

Students' Background: 98% White

Annual Family Income:
70% $10,000-14,999
17% $ 5,000- 9,999
5% $20,000 or more
5% Under $5,000

Contact Person:

Ms. Betty Neuwirth
Counselor, Career Education Chairman
Hosterman Junior High School
5530 Zealand Avenue North
Minneapolis, Minnesota 55428
(612) 533-2411

	District Schools	Project Schools
Number of Schools	26	
Grade Levels	7-9	7-9
Number of Staff		85
Number of Students		1,600

Years of Project Operation: 3

Number of Project Staff:
1 Full-time
1 Part-time

Project Funding:

Federal ESEA, VEA	$18,700
Local	5,000
Total	$23,700

Approach to Career Education. Teachers interested in career education formed groups to analyze their needs and devise strategies for solving problems. Materials were developed for interdisciplinary use starting at the seventh grade level. Inservice workshops were held throughout the year, some offering University of Minnesota graduate credit or school board credit. In grade seven, the family is used as a basis for relating curriculum to career education. The building of a home is the related theme in grade eight, and in grade nine the theme is the community. A related phase of the program is called the Pupils Potentials Lab which is a process rather than a place and deals with life styles, interpersonal relationships, personal evaluations, values and decision-making. Another part of the program is the Career Resource Center. All phases are necessary for the total program.

Project Staff. All staff members are involved in the program, including cooks, custodians, bus drivers, aides, secretaries, and the professional staff. One full-time qualified teacher is hired to run the Career Resource Center. All other persons are regular school staff. One counselor devotes about 50 percent of her time to career education. The Resource Center head devotes 75 percent of his time to the Center, 5 percent to clerical duties, and 20 percent to working with teachers. Twenty-five percent of the counselor's time is spent working with teachers and 25 percent in conducting workshops for the State of Minnesota and dealing with visitors to the school. Seven out of 13 elementary schools participated in career education projects and one of the three district high schools had an outstanding program.

School Staff. All of the teachers on the seventh grade level and about 75 percent of the eighth grade staff were involved in career education. Next year the program will move into grade nine and involvement of 50 percent of the teachers is anticpated that first year. Two of three principals have been involved in the Pupil Potentials Program as have all four counselors. The school nurse is also involved in small group work and student visits to nursing homes.

Training. Career education workshops were established for the district by Dr. Cliff Helling seven years ago. Approximately 30 percent of the district staff have attended these sessions. The workshops oriented teachers in career education and examine the relationship of curriculum to student needs. Writing teams developed classroom materials, using hundreds of resource materials. At Hasterman Junior High specifically, some 10 inservice programs have been conducted for the staff by the Career Education Committee. Some teachers and counselors have done additional work in career education at the University of Minnesota and at Mankato State College. During thepast three summers, 30 teachers and three counselors have worked on writingteams to prepare materials.

Community Resources. One qualified teacher in the district is in charge of the Community Resource Program, recruiting volunteer speakers and contacts in the community, and coordinating activities. As many as 5,000 such volunteers have been available. Teachers need only write a request for a guest speaker, specifying time, place, date and vocation, and such a volunteer speaker is sent. Teachers are encouraged to talk with the visitor before the class period to let him know what kind of presentation would be most helpful to the class. An evaluation is made after each visit and records are kept to ensure that the district neither imposes upon one volunteer too often nor invites an unsatisfactory speaker to appear in another school.

Curriculum Materials. At Hasterman Junior High School about 80 percent of the career education materials are locally developed to meet the specific needs of the school's programs. Additional materials have been developed by teachers or counselors. Materials are for use by teachers, parents, students and counselors. Specific materials have been developed for each group but are coordinated to support the entire program, which covers grades 7-9. Most of the materials are in print form, but some audio-visual materials, for use in workshop work have also been developed.

Materials produced by the project are described below:

1. Careers - English, Social Science, Math
   Print and slides, intended for teachers, grades 7-9

2. Pupil Potentials Lab
   Print, intended for parents, students, teachers, grades 7-12

3. Career Development-Teachers Guide
   Print, intended for teachers, grades 7 and 8.

4. Career Development
   Print and slides, intended for teachers, grade 9

CAREER AWARENESS PROJECT
Owatonna Public Schools
Owatonna, Minnesota

District and Project Information: 1973-1974

District Population: 20,500

Type of Area: Rural

Students' Background: 99% White

Annual Family Income:

50%	$10,000-14,999
20%	$15,000-19,999
15%	$ 5,000- 9,999
10%	$20,000 or more
5%	Under $5,000

Contact Person:

Mr. Donald Barber
Career Project Director
Owatonna Public Schools
333 East School Street
Owatonna, Minnesota 55060
(507) 451-4710

	District Schools	Project Schools
Number of Schools	8	8
Grade Levels	K-12	K-12
Number of Staff	260	130
Number of Students	5,010	4,000

Years of Project Operation: 3

Number of Project Staff. 1 Full-time
2 Part-time

Project Funding:

Federal	$60,000
Local	18,000
Total	$78,000

Approach to Career Education. The goal of the project was to integrate career awareness materials into every classroom. All elementary teachers were given inservice training throughout the first year of the project, and career lesson units for elementary use were presented. Process evaluation was used to discover how many career education activities were employed by teachers. Inservice training was supplied for junior and senior high school teachers who received graduate credit for their work. The teachers who participated developed career education curricula for 8th and 9th grade social studies and English, and for 10th and 12th grade English. A community resource guide and a career resource center were developed. The Explorer Scouts, in cooperation with the project, established career explorer posts for senior high students.

Project Staff. The project director spends one-third of his time on the career education project and two-thirds of his time as a vocational education teacher of agriculture. An elementary school principal is involved in coordinating career programs in the five elementary schools, and spends about 10 percent of his time on the program. One career resource aide is employed full time, serving both teachers and students in the senior high career resource center. She also schedules field trips, speakers and career day programs for the entire K-12 project.

School Staff. All elementary teachers have gone through inservice career education training and are using career activities in their classrooms. Only a few junior and senior high school teachers have volunteered to work on career education curricula and to test materials in their classrooms.

Training. All elementary teachers were taken on tours of local industries on three or four half days during the first year of the project. These industries cooperated enormously by allowing teachers to talk to employees and meet in small groups with the management. Junior and senior high school teachers have had opportunities to hear career education experts talk in half day workshops. A nine credit graduate course on inservice training and career education curriculum writing was created by the project director with assistance from a state college. Some of the high points of the course were trips to various industries and speeches by resource people from other schools with exemplary career education projects.

Community Resources. Community resources are widely used in the elementary schools. A guide has been compiled which lists students' parents and their various careers. It indicates those persons who are willing to serve as guest speakers. A community resource guide which lists industries, individuals, and public officials who will provide speakers and opportunities for field trips has been developed for the junior and senior high schools. Arrangements for such activities are made by the career resource aide.

Curriculum Materials. Our district has developed an elementary career education guide of 50 or more lessons, games or activities that can be incorporated into the existing curriculum at each grade level K-6. Intended for teacher use, this 600 page printed manual is available from the Minnesota State Department of Education, Pupil Personal Services. The school district has supplemented the guide with many commercially produced games, books and filmstrips. Supplements to the 9th grade English and social studies curriculum, and 10th and 12th grade English curriculum are currently being printed and will be available in September, 1974.

Materials produced by the project are described below:

1. Elementary Career Awareness Curriculum
   Print-mimeograph, 600 pages, intended for elementary school teachers, grades K-6.

2. Curriculum Supplement - Sophomore English
   Mimeograph, 93 pages, intended for teachers, grade 10. Supplement to regular curriculum.

3. Community Resource Guide
   Mimeograph, intended for teachers, grades K-12.

An Idea That Worked. Our project cooperated with the Gamehaven Explorer Scouts to set up career exploring posts in numerous community businesses. Local business leaders provide bimonthly evening or late afternoon exploratory experiences in given areas. For example, health careers are explored in the medical post run by hospital staff members. Students complete a career interest inventory and are invited to attend the meetings on their respective interests. This was an excellent cooperative effort between the Explorer Scouts, local businesses and the school district. In the first year, posts were established in medicine, veterinary medicine, art, insurance, engineering, communications, and auto mechanics. About 125 students attended seven career explorer post meetings.

CAREER EDUCATION PROJECT
Red Wing School District Number 256
Red Wing, Minnesota

District and Project Information: 1973-1974

District Population:	10,000-24,999
Type of Area:	Urban
Students' Background:	99% White
Annual Family Income:	60% $10,000-14,999 20% $15,000-19,999 10% $20,000 or more 10% $ 5,000- 9,999

Contact Person:

Ms. Pat Enz
Career Education Director
Red Wing Public Schools
5 East Avenue
Red Wing, Minnesota 55066
(612) 388-7181

	District Schools	Project Schools
Number of Schools	9	9
Grade Levels	K-Adult	K-Adult
Number of Staff	225	225
Number of Students	4,000	4,000

Years of Project Operation: 3

Number of Project Staff: 1 Part-time

Project Funding:

State	$33,000
Local	10,000
Total	$43,000

Approach to Career Education. The first phase was a five-day inservice training workshop for the school staff. All of the building principals, the elementary director, the superintendent of schools, the coordinator of vocational education, the office education coordinator, a representative from each high school department and one from each of the elementary grade levels, a counselor, and a member of the Board of Education participated. The workshop was designed to promote the concept of career-oriented education through an understanding of the rationale and by familiarizing the participants with instructional materials. Public involvement through the use of informed resource speakers and citizens plus local newspaper and radio station reporting helped at this crucial stage of the developmental part of the educational plan. The program plans were then presented to the entire staff during the preschool inservice training workshop. Supervisory assistance followed to insure development and maintenance.

Project Staff. The project is run by a part-time project director who works with a committee comprised of teachers from all levels. This committee works with the staff in their respective buildings and areas. They also present inservice workshops for new and interested personnel.

School Staff. All of the teachers and the guidance counselors carry out career education instruction. New programs and ideas are continually being developed and used at all levels (K-adult) of education.

Training. The project director and local staff memmbers presented an inservice workshop for all the new members of the staff. Approximately two-thirds of all the regular staff members became involved in workshops sponsored by the University and local colleges. This training emphasized the development of teacher-made materials and teaching techniques.

Community Resources. The Red Wing Resource Guide was compiled as a handy reference source to aid educators. Information is provided to aid in the implementation of field trips, the utilization of resource persons and interviewing of personnel. Each teacher is responsible for use of the community resource which best fits his needs whenever he feels it would enhance the program.

Curriculum Materials. A community resource guide was compiled providing information about local businesses. At least 80 percent of all the materials used were developed by local staff members during inservice training and workshops. The materials are for both student and teacher use and range from games to audio-visual materials including filmstrips, films, and slide presentations. A language arts and social studies curriculum guide on the integration of the career concept into these disciplines was developed for grades K-12. A career education guidebook was developed by a local teacher and jointly published by the Minnesota Department of Education and the Red Wing School District to assist educators and board members in developing career programs.

Materials produced by the project are described below.

1. Career Education.
   Print, 68 pages; intended for use by teachers and board members, grades K-12. This explains how to develop and implement a career program.
2. Career Education in Language Arts.
   Print, 150 pages; intended for teachers of grades K-adult.
3. Career Education in Social Studies.
   Print, 150 pages; intended for use by teachers of grades K-12.
4. Red Wing Community Resource Guide.
   Print, 100 pages; intended for use by educators of grades K-adult.
5. Career Games.
   Print; intended for use by students in grades K-6.
6. Radio and Television.
   Visual; local radio and television presentations by students on various topics.

An Idea That Worked. A highlight of the junior high career concept was the P.A.C.T. (Positive Alternative Counseling Triad) Program. Local, county, and state groups worked together with students who had special behavioral problems and trouble functioning in the traditional school setting. Confidence was built by personal counseling, group sensitivity sessions and individual training. One half-day was spent in a school situation developing reading, mathematics, and social skills. The other half-day was spent at the Area Vocational-Technical Institute working on projects with vocational students and various programs. Fridays were spent taking field trips. The aim is to build a positivie self-image in a self-contained program through work experiences and hands-on experience at the vocational schools.

Another Idea That Worked. The State Training School and Red Wing Area Vocational-Technical Institute, through a cooperative arrangement, developed a program to acquaint certain State Training School (STS) students with health-related career opportunities. This pilot program was designed to familiarize, stimulate interest, and help the students establish realistic occupational goals. In addition to exploration experiences, the students developed entry level skills required for nurse-aid positions. The students were exposed to basic nursing in health-related occupations, such as registered nurse, practical nurse, nurse assistant, central supply aide, medical technologist, x-ray technician, medical laboratory technician, physical therapist, medical secretary, ward secretary, dental technician, dietician, and inhalation therapist. The program was six weeks in length and involved twenty students in groups of ten. Each group attended classes two days per week from 1:00 to 3:30 p.m. One day per week the instructor was required to attend the cottage committee meeting at the STS during which time she met with the students and counselors to discuss the problems and progress of the groups.

AN URBAN CAREER EDUCATION PROJECT IN THE MISSISSIPPI DELTA
Greenville Public Schools
Greenville, Mississippi

District and Project Information: 1973-1974

District Population: 50,000

Type of Area: Urban

Students' Background: 68% Black
30% White

Annual Family Income: 65% $5,000-9,999
20% Under $5,000

Contact Person:

Mr. John Swanson
Career Education Project Director
Greenville Public Schools
Box 749
Greenville, Mississippi 38701
(601) 332-1028

	District Schools	Project Schools
Number of Schools	16	9
Grade Levels	1-12	1-12
Number of Staff	460	437
Number of Students	10,000	10.000

Years of Project Operation: 1

Number of Project Staff: 10

Project Funding:

Federal	VEA	$132,495
State		6,596
Local		37,034
Total		$176,125

Definition of Career Education

Career education is the totality of educational experiences by which one learns about work.

Goals

1. To provide students with sufficient occupational awareness and exploratory

experience to make sound career decisions.

2. To enable students to make career preparation in accordance with these decisions.

3. To enable students to enter and advance in their chosen careers.

The Project

Finances. About 60 percent of project funding for this year was budgeted for project staff salaries. Twenty percent was spent for the purchase of curriculum materials for classroom use and smaller amounts were spent in other areas.

Project Staff. The project employs a director, a counselor, four coordinators, and four occupation orientation teachers. The counselor was formerly a secondary teacher of business and office education. The high school coordinator has a background in industrial arts, and the junior high school coordinator in home economics. The two elementary coordinators taught in elementary self-contained classrooms. Three of the occupational orientation teachers were secondary teachers, one in industrial arts, one in home economics, and one in business and office education. The fourth occupational orientation teacher came to the project from a position outside education. All of these positions are full-time. This year the project staff served nine of the schools in the district. Project staff spent most of their time with teachers at all grade levels and with guidance counselors, although they also had spent some time working with administrators and the community.

Training. The project staff and career education specialists from the State Department of Education have provided an orientation to career education for all of the school staff in the district. The training sessions which have been held after school have included demonstrations and individual and group discussions with project staff, as well as development of curriculum materials. In addition, principals and teachers have visited two out-of-state projects and have participated in career education workshops and seminars at a nearby university and in other cities. About half of the materials used in training are locally developed. The remainder come from both commercial and non-commercial sources. About a fourth of the material is intended for students and the remainder is intended for teachers.

Public Information. In order to share information about the project within the district, the project staff prepare a monthly newsletter which includes items about career education nationally, information about research on career education, and articles about the local project. They have prepared a leaflet about career education specifically for parents which includes a career education phone number for those desiring further information. In addition they invite visitors to the project and prepare news items for television and newspapers. The program also has an extensive program of communication with employers.

D'IBERVILLE JUNIOR-SENIOR HIGH SCHOOL CAREER EDUCATION PROJECT
Harrison County Schools
Jackson, Mississippi

District and Project Information: 1973-1974

District Population: 7,550

Type of Area: Rural

Students' Background: 98% White

Annual Family Income:
50% $ 5,000- 9,999
25% $10,000-14,999
25% Under $5,000

Contact Person:

Ms. Carole M. Johnson
Project Director
State Department of Education
Division of Vocational/Technical Education
P.O. Box 771
Jackson, Mississippi 39205
(601) 354-6819

	District Schools	Project Schools
Number of Schools	10	1
Grade Levels	K-12	7-12
Number of Staff		46
Number of Students		1,011

Years of Project Operation: 8 months

Number of Project Staff:
4 Full-time
6 Part-time

Project Funding:

State	$2,000
Local	240
Total	$2,240

Approach to Career Education. The d'Iberville Junior-Senior High School Project is a research effort set up to develop a needs assessment model for career education. It was felt that a school needs to understand where it is and where it has been before decisions can be made about where its programs are going. The needs assessment model was designed to get opinions from students, former graduates, parents, and faculty members about the existing curriculum and about changes they would like to see in it. In addition, local businessmen were contacted: first, to ask if they would participate in a career education program, second, to find out what they think their employees' deficiencies are, and third, to ask what they think schools should do to prepare students for work. In another phase of the project, students in grades 10-12 were tested (using ASVAB) for vocational aptitude. The entire needs-assessment model was designed so that it could be used by a local school faculty and would require the smallest possible amount of funding.

Project Staff. All project members were classroom teachers from diversified subject matter areas. The teachers who formed the core of the project came from four areas: special education, foreign languages, English, and home economics. These project leaders were responsible for designing the project and its materials, distributing questionnaires, tabulating results, writing the final report and summary. These four people were paid $124.00 each to write the final report. Before that, all work was voluntary and in addition to their regular school duties. Six more staff members assisted, without pay, in the design and distribution of several questionnaires.

School Staff. In the project school, all classroom teachers are now actively involved in career education. Moral support from the administration is at a very high level and it is hoped that the new guidance personnel will reflect this enthusiastic attitude.

Training. Training has been carried out in two ways. First, an invservice introduction to career education was given by three staff members from the State Department of Education, including the Director of Career Education Projects. Slides, films, transparencies and written materials were used. Second, inservice was held again after members of the research team visited two exemplary projects in the state. Slides taken by research team members were shown and written materials developed in the exemplary projects were displayed.

Community Resources. Businesses, including government agencies, were selected by students and contacted by mail. Students typed the inside addresses and envelopes and the letters were porfessionally printed.) A questionnaire, included with each letter, contained a section dealing with contributions a business might make to the school program. Suggestions in that section included: speakers, booklets and other written information, field trips, sample items used by the company, part-time or full-time work experience, and application forms. Responses have varied, and businessmen connected with a nationwide concern proved more willing than others to cooperate. The names of those who agreed to particpate are kept on file, together with a record of ways that they will assist.

An Idea That Worked. Commitment to career education was the major outgrowth of this project. Interest was generated and maintained because regular school staff was used exclusively in designing, testing, and interpreting data gathered through the project.

A CAREER EDUCATION PROJECT ON THE MISSISSIPPI GULF COAST
Moss Point Municipal Separate School District
Moss Point, Mississippi

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Small Town

Students' Background: 50% Black
50% White

Annual Family Income: 70% $ 5,000-9,999
10% Under $5,000
10% $10,000-14,999
5% $15,000-19,999
5% $20,000 or more

Contact Person:

Mr. George E. Leggett
Director of Career Education
Box 727, Moss Point Schools
Moss Point, Mississippi 39563
(601) 475-8557

	District Schools	Project Schools
Number of Schools	10	10
Grade Levels	1-adult	1-adult
Number of Staff	333	333
Number of Students	6,900+	6,900+

Years of Project Operation: 2

Number of Project Staff: 9 Full-time

Project Funding:

Federal	VEA	$100,000
State and Local		41,132
Total		$141,132

Approach to Career Education. The primary goal of the project is to provide students with sufficient occupational awareness and exploratory experiences to make sound career choices. In order to accomplish this primary goal, the ultimate objective of the project is to establish comprehensive career-centered activities for grades 1-12. These activities center around materials developed within the project. School staff and project personnel have developed teacher and student activity packets, classroom activity ideas and career companion guides. These materials are designed to reach students of all ability levels with the emphasis being placed on stimulating career interest.

Project Staff. The project has 9 full-time employees. These positions include project director, four career coordinators and four occupational orientation teachers. All schools in the district are covered by the staff with one coordinator assigned to the high school, one assigned to the junior high schools and two working in the elementary schools. The four occupational orientation teachers teach at the seventh grade level. The major activity of all project personnel is that of involving students and teachers in the career education process.

School Staff. The career concept has been given to all staff members within the district. Each instructor is responsible for relating subject matter to careers in areas deemed suitable. Guidance personnel and administrators are used as key personnel in directing and coordinating career activities. It is estimated that 50 percent of all teachers in the district are actively involved in the career process with this percentage showing a steady increase.

Training. This project uses inservice training for all staff members to promote the career concept. A pre-school workshop plus inservice meetings during the year provide staff members with ideas and information which can be used in the career curriculum. Most of the inservice material which is used has been developed by project personnel and teachers who have used the career concept successfully in their classes. It has been found that ideas and activities developed locally and having local meaning receive better acceptance than packaged materials purchased from a publisher.

Community Resources. The career coordinators and the project director have compiled a list of local resources for use by the faculty. This resource list includes available speakers, materials on hand, films, cassette tapes and other career information available within the career program. The coordinators make these various lists available to the faculty and help coordinate their use. The most useful resources which have been found thus far are the speaker list and the career-related film list. These lists are referred to constantly and the use of local resources has been fantastic.

Curriculum Materials. The project started with the development of career companion guides by teachers. They outline methods for relating particular lessons to the career concept. Each teacher is asked to develop guides covering topics which lend themselves to career education. In addition to these companion guides, textbooks at the elementary level have been surveyed by the elementary coordinators and specific activities have been keyed to portions of the various books. Elementary teachers are thus able to see concrete examples of how to relate text material to career education. This textbook usage is presently being expanded to the junior high school and high school level.

Materials produced by the project are described below:

1. Career Game Packet.
   Print, 30 pages; intended for teachers and students, grades 1-6.
2. Film Resource List.
   Print, 5 pages; intended for teachers, grades 1-12.
3. Career Information Packet.
   Print, 60+ pages; intended for teachers and students, grades 1-12. Activities, ideas, and self-study materials.
4. How Does Career Education Help the Teacher.
   Print, 10 pages; intended for teachers, grades 1-12.
5. Inservice Training Manual (Elementary).
   Print, 87 pages; intended for teachers and administrators, grades 1-6.
6. Inservice Training Manual (Junior and Senior High).
   Print, 74 pages; intended for teachers and administrators, grades 7-12.

An Idea That Worked. One problem which this project's elementary coordinators encountered was that of teachers expressing difficulty in relating subject matter to careers. The career staff isolated the one factor common to all classes, and that was the textbook. Since every subject area has a textbook, the coordinators designed pamphlets to look like textbook covers. Inside the textbook mock-up, the coordinators referred chapter numbers, page numbers and paragraphs and then gave several activities which could easily be related to that particular lesson. This process was done for representative textbooks at each grade level and in each subject area. Teachers were thus able to see real lessons related to careers which in turn stimulated the teacher to develop future career-related activities.

CAREER EDUCATION ACTIVITY GUIDE
Festus R-6 School District
Festus, Missouri

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Small Town

Students'Background: 94% White

Annual Family Income:
50% $ 5,000- 9,999
20% $10,000-14,999
20% $15,000-19,999
5% Under $5,000
5% $20,000 or more

Contact Person:

Mr. Robert Shoush
Director of Curriculum
Festus R-6 School District
1515 Mid-Meadow Lane
Festus, Misouri 63028

	District Schools	Project Schools
Number of Schools	5	5
Grade Levels	K-12	K-12
Number of Staff	118	118
Number of Students	2,300	2,300

Years of Project Operation: 0

Project Funding:
State $5,000

Number of Project Staff:
1 Full-time
1 Part-time

Approach to Career Education. During June, 1974 a faculty committee representing grades K-12 met to write a career education activity guide for our district. Support for existing career education activities was secured from all faculty members. Our career education program is divided into three phases. Activities in grades K-7 are geared toward career awareness. With 8th and 9th grade students the emphasis is placed on career exploration. In grades 10-12 career education involves job preparation and training. All activities are an integral part of the student's academic curriculum. The guide is based on the four domains: 1) self-knowledge and interpersonal skills; 2) knowledge of the worlds of work and leisure; 3) career planning knowledge and skills; and 4) basic academic and occupational preparation. Teachers will implement the activity guide in the 1974-75 school year.

Project Staff. The present director of curriculum is expected to become the project staff leader. He will spend most of his time with teachers. Building counselors will be key personnel in the development of the project. Provisions are being made to use present staff in the career education project.

School Staff. All school staff will be actively involved in career education activities. Each staff member will be used as a resource for others. This commitment on the part of each staff member will hopefully make career education work in our district. The work of coordinating activities will be shared by the director of curriculum and the director of guidance. They will become resource facilitators during the initial phase of program implementation.

Training. Inservice training for faculty will be conducted in August, before school begins. The training will be conducted by our consultant from the University of Missouri at St. Louis. Each of the original committee members will serve as a resource person. We will use the learning-through-discussion method (LTD). Orientation topics will include: philosophy of career education, objectives, the four domains of a career conscious person, and career development concepts and objectives as they relate to each domain. Career education activities, resources and evaluation will be part of the orientation.

Community Resources. In the activity guide, all faculty members are encouraged to use community resources. Currently, a handbook of community resources is being compiled for teacher use.

Curriculum Materials. About 80 percent of the career education materials have been developed by school staff. The original faculty created five activity guides.

Materials produced by the project are described below.

1. Activity Guide for Primary (K-3).
   Print, 70 pages, intended for staff, grades K-3. Activities related to career awareness, with objectives, resources and outcomes.
2. Activity Guide for Intermediate Grades (4-5).
   Print, 60 pages, intended for staff, grades 4-5. Activities related to career awareness, with objectives, resources and outcomes.
3. Activity Guide for Middle School (6-7).
   Print, 68 pages, intended for staff, grades 6-7. Activities related to career awareness, with objectives, resources and outcomes.
4. Activity Guide for Junior High (8-9).
   Print, 33 pages, intended for staff, grades 8-9. Activities related to career exploration, with objectives, resources and outcomes.
5. Activity Guide for Senior High (10-12).
   Print, 71 pages, intended for staff, grades 10-12. Activities related to job preparation and training for 71 semester courses, each with objectives, resources and outcomes.

PROJECT CETE (CAREER EDUCATION IN THE TOTAL EDUCATION)
Hazelwood School District
Hazelwood, Missouri

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Suburban

Students' Background: 95% White
5% Black

Annual Family Income: 65% $15,000-19,999
15% $20,000 or more
15% $10,000-14,999

Contact Person:

Mr. Dwight N. Hart
Director, Project CETE
Hazelwood West Junior High School
6249 Howdershell Road
Hazelwood, Missouri 63042
(314) 731-3333

	District Schools	Project Schools
Number of Schools	23	3
Grade Levels	K-12	1-8
Number of Staff	1,350	120
Number of Students	25,000	2,500

Years of Project Operation: 1

Number of Project Staff: 1 Full-time

Project Funding:

Federal VEA	$79,965
State	8,000
Total	$87,965

Approach to Career Education. The program is developmental and continuous, beginning with awareness, progressing to exploration, the preparation, and culminating in placement in either a program of higher education or a job. The objectives of this project are to establish an exemplary career awareness programs at the elementary level and, to establish an exemplary career exploration program at the junior high school level through use of Job Models. The project will establish a pilot program in one Hazelwood School District elementary school (grades 1-6), in one non-profit private elementary school (grades 1-8), and in one Hazelwood School District junior high school (grades 7-8). The proposed projects will help to create bridges between young people's schooling and their future working lives. Students will be provided with opportunities to investigate the world of work through the efforts of teachers, counselors, parents and other adults in the community. These experiences will be provided through the use of multimedia techniques, through community resource people who come to the school, through visits to work sites, and through the use of Job Models which simulate on-the-job experience. The project aims to broaden the occupational aspirations and opportunities of youth by exposing students to career information.

Project Staff. Project CETE has two full-time persons working with three schools involved in career education. The director and his secretary concentrate on both students and staff in the three schools encompassing grades 1-8. Staff members in kindergarten participate but they are not formally a part of the program.

School Staff. Every person within the project schools is actively involved in Project CETE. Each can contribute toward complete development of career awareness and exploration concepts in the school setting. In total, over 120 staff members and special personnel are participating.

Training. Inservice workshops are an important factor in Project CETE's career education integration process. The training workshops concentrate upon implementation tasks and media utilization as well as staff responsibilities assigned by the career needs of students within the project itself. Persons actively engaged in and knowledgeable of career activities and evaluation help ensure compatibility with accepted educational goals. Cooperative efforts of all persons involved is imperative.

Community Resources. The community is an active resource for career awareness, exploration and information. Parents, business and professional persons, and all community contacts, including an Advisory Council, provide resources within the community. Resource persons are coordinated through the schools and the project's office.

Curriculum Materials. Student career learning experiences are integrated with locally developed curricula at each grade level. Inplementation rather than definition forms the basis for awareness and exploration. Other programs have built upon the foundation established by CETE.

An Idea That Worked. The involvement of all persons in the school community is not unique, but this project has been particularly successful at making each person an important participant in career education. School staff and community resources are the foundation upon which this career education project is built.

CAREER EDUCATION PROJECT
Lee's Summitt R-VII School District
Lee's Summit, Missouri

District and Project Information: 1973-1974

District Population:	24,000
Type of Area:	Suburban
Students' Background:	98% White
Annual Family Income:	$9,000-12,000 (average)

Contact Person:

Mr. Charles E. Browne
Career Education Director
Pleasent Lee Junior High School
630 W. Purcell Road
Lee's Summit, Missouri 64063

	District Schools	Project Schools
Number of Schools	11	7
Grade Levels	K-12	K-12
Number of Staff	336	21
Number of Students	6,102	538

Years of Project Operation: 3

Number of Project Staff: 3

Project Funding:
Federal $72,090.34

Approach to Career Education. Career education is actually life-long career development. This suggests that one's life career extends from birth to death and encompasses all of ones experiences whether they be good or bad. It is the responsibility of the public and private school systems to provide students with formal and informal learning experiences that will further their life careers. Thus, a person acquires experiences and skills that will be helpful in earning a living, leading a useful life, and continuing education and self-improvement.

Project Staff. All staff and teachers at all levels are involved in the program. A curriculum writing committee of 15 teachers from all grade levels was selected. These teachers developed curriculum guides and materials to be used in all of the project schools.

Training. The 15 teachers selected received career education materials prior to the curriculum writing workshop. These materials enabled the selected teachers to become familiar with general career education concepts. During the first three days of the workshop, other guides were examined for relevance to the Lee's Summit program. The teachers worked with the consultant, the director of career education, and two counselors preparing to develop performance objectives, activities for implementation, and evaluation. The next five days were spent in actual development of guides for each grade and subject area. The group worked together in order that there would be sequential curriculum development. The final two days were spent checking evaluative procedures, preparing materials for compilation, and completing the final wrap up. At the teacher's workshop run by the curriculum writing committee in the fall of 1974, one day will be provided for general orientation of all staff members to the philosophy of career education. For all teachers there will be specific orientation to the use of the curriculum guides. The cost of this workshop will be totally absorbed by the school district.

Community Resources. The project makes extensive use of community resources. People from the community visit classrooms and talk about their jobs, their hobbies, their social and religious groups, etc. They also discuss with students some qualities a person must have in order to get and hold a job. Community business and industry provide the schools with opportunities for field trips and student work experiences.

Curriculum Materials. Curriculum guides and other materials have been developed locally by the curriculum writing committee and other teachers.

CAREER EDUCATION PROGRAM
St. Louis Public Schools
St. Louis, Missouri

District and Project Information: 1973-1974

District Population: Over 1,000,000

Type of Area: Urban

Students' Background: 80% Black
20% White

Annual Family Income: 50% $5,000- $9,999

Contact Person:

Mrs. Marie B. Burrow
Project Director
Career Education Project
1517 S. Theresa
St. Louis, Missouri 63104

(314) 865-4550

	District Schools	Project Schools
Number of Schools	167	3
Grade Levels	K-12	K-8
Number of Staff		78
Number of Students		2,700

Years of Project Operation: 1

Number of Project Staff: 4 Full-time

Project Funding:

Federal	VEA Part C	$198,244
Local		$ 22,027
Total		$220,271

Approach to Career Education. In this district the career education program is designed to increase the self-awareness of each student and to develop in each student favorable attitudes about the personal, social, and economic significance of work. It aims to assist each student in developing and practicing appropriate career decision making skills and to increase students' awareness of the broad range of options open to them in the world of work. The project staff have worked with teachers in three pilot schools to create career education and guidance activities for students in grades K-8. The project staff have also attempted to provide sufficient training and experience for these teachers so that they will later be able to train teachers in other schools. Career education is infused in all subject areas and leisure time activities in these grades. The career education curriculum contains vocational education. It also contains guidance as there are no guidance counselors in the elementary school. Many speakers, field trips, and hands-on experiences are used to convey career education concepts to students.

Project Staff. The project employs a director and three curriculum writers, all full time. The project staff serve three elementary schools in the district and spend most of their time developing curriculum materials and working directly with teachers in these schools. They also spend some time with community representatives and central office staff.

School Staff. Almost all of the teachers in the three project schools actively participate in career education.

Training. The project staff with consultants from other school districts and higher education institutions have provided training for all of the staff in the project schools. Training sessions have taken place during school, after school, and on weekends, and teachers have received released time or payment for attendance. Training sessions have included workshops, demonstrations, and group discussions with project staff and consultants. Training has emphasized teaching techniques and curriculum development. It has also included information on the world of work and the use of community resources. About 85 percent of the materials used in training are locally developed. About half are professional materials and half are student materials and games.

Community Resources. The project staff have published a catalog of community speakers, trips, materials, student work sites, and school staff work sites. A community volunteer assists teachers by arranging trips and speakers as requested.

Curriculum Materials. About 90 percent of the career education instructional materials used in the project schools are created by project staff working with teachers. Project staff have also created a bibliography of recommended materials and circulate some student materials throughout the project schools. About 80 percent of the materials used in the project are intended for teachers and the remainder are student materials. All are for students in grades K-8. About 70 percent of the materials are in print and the remainder are audiovisual.

Some materials produced by the project are described below:

1. Career Education Units and Lessons
   Print, 2,600 pages, intended for teachers, grades K-8.
2. Career Education in the St. Louis Public Schools
   Sound film strip, 15 minutes, intended for all adults.
3. Project Scrapbook
   Print, intended for all adults.

An Idea That Worked. In April after less than a year of operation, the project staff reviewed the use of community speakers and field trips and the reaction of teachers, students, and visitors. Classes in the three pilot schools had 67 guest speakers and had taken 43 field trips. In general, reactions were very favorable. The speakers enjoys their visits and commented favorably on the enthusiastic responses received from the students and the teachers. Students and teachers reported that the speakers had been gracious, friendly, interesting, and well prepared. They had been willing to impart their knowledge, experience, and skills, and in some cases, they demonstrated the tools used in their particular occupation. Guests had willingly answered all questions and had been very cooperative. Students felt that field trips had been enjoyable and informative. Teachers stated that trips made it possible for the student to gain more knowledge concerning the job world. Students had opportunities to talk with workers at their jobs, to gain additional information about different kinds of world involved in a particular job, and touched upon numerous subject areas in each trip. Teachers stated that the trips made subject areas more mearningful to students and gave them an awareness of educational, cultural, and artistic values. They stated that both guest speakers and field trips had provided good learning experiences for students concerning themselves and the world of work.

MEHLVILLE CAREER EDUCATION PROJECT
Mehlville School District
St. Louis, Missouri

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Suburban

Students' Background: 98% White

Annual Family Income: 70% $15,000-19,999
20% $10,000-14,999

Contact Person:

Mr. T. J. Mahan
Career Education Project Director
Mehlville School District
3120 Lemay Ferry Road
St. Louis, Missouri 63125

(314) 894-2420

	District Schools	Project Schools	
Number of Schools	16	24	(16 & 8 Parochial)
Grade Levels	K-12	K-12	
Number of Staff	750	720	
Number of Students	12,500	14,500	

Years of Project Operation: 1

Number of Project Staff: 3 full-time

Project Funding:

Federal	Title III	$61,698
Total		$61,698

Approach to Career Education. This project defines career education as the systematic development of knowledge as it relates to the individual's self-awareness and to the world in which he lives including the world of work. The project provides students with the opportunity to become aware of many occupations and to explore those in which they have an interest in order to make wise career decisions. The project also aims to help students relate self-understanding and self-awareness to future career choices. The career education curriculum is conveyed through many simulated work experiences and observations of work settings. At all grade levels career-oriented activities and guidance activities are used to teach traditional subject matter.

Project Staff. The project employs a director, a guidance coordinator, and a school-community coordinator, all full time. The project staff serve all 16 schools in the district and eight parochial schools in the area. They work mostly with teachers, dividing their time equally across grade levels. They also spend some time working directly with guidance counselors, central office staff, and community representatives.

School Staff. Teachers and guidance counselors work in the classroom to carry out career education instruction in this district. About half of the school staff in the district actively participate in career education.

Training. The project staff and consultants from higher education institutions have oriented all the administrators, teachers, librarians, and counselors in the district to career education. They have also provided training for half of the teachers and counselors in the district. In-service workshops were held during the evening and teachers received salary credit for participation. The workshops stressed the use of community resources, curriculum development, and career education teaching techniques. The project staff then reviewed training content with teachers and counselors at building meetings. They also worked with individual teachers on classroom guidance techniques and classroom activities. Then teachers formed committees which met twice each month to develop career education curriculum activities on each grade level. Teachers divided the 15 job clusters among grades K-6 and correlated activities to existing texts. At the secondary level clusters are divided within departments and teachers create activities. The guidance coordinator on the project staff also works with teachers to demonstrate materials and techniques. The aim is to coordinate the activities of teachers and guidance counselors within each school. About half of the materials used in training are locally developed and the remainder are commercially-published materials.

Community Resources. The project staff sent a community survey letter to all parents of students in the district asking if they would participate in the career education program. They asked whether parents could accompany students on field trips, show students their own places of employment, or speak to students about their own careers. A listing of those who volunteered their services has been compiled and the project staff arrange for teachers to draw upon these resources. The project also has a Citizens' Advisory Committee composed primarily of businessmen who have offered their support to the project.

Curriculum Materials. Project staff and school staff have worked together to develop about 95 percent of the career education instructional materials used in the district. About half of these are student materials, many at the elementary level, and half are teacher materials for all grade levels. Resource guides and student games and materials developed in the district have been reproduced in attractive form for circulation throughout the district. All of the materials used are in print.

Some materials produced by the project are described below:

1. Resource Guides for Each of the Fifteen Job Clusters.
   Print, about 40 pages each, intended for teachers, grades K-12.
2. A Series of Games and Activities to Promote Career Awareness. (About 50 games)
   Print, game boards, and materials, ten minutes-one hour each, intended for students, grades K-6.
3. Games and Activities to Teach Students About Computers.
   Print, games, and materials, intended for teachers and students.
4. Some Occupations Related to Interest and Ability in Each Career Area.
   Posters, 12 X 24 inches, intended for teachers and students, grades 7-12.

An Idea That Worked. The project staff began activities in the district by orienting teachers in small group meetings of no more than 20. They presented the overall goals of the project and gave teachers an opportunity to ask questions about career education. During the following week, project staff set up individual consultations with each teacher. They gave teachers resource guides and discussed ways to use them. Some teachers were initially opposed to career education because they felt it would add to their teaching responsibilities. These teachers were asked to join the teachers' committee to design career education activities. In developing activities they realized that career education could be infused in the subject matter they were already teaching. They also realized that students were more interested in career-oriented activities and were anxious to participate. Many of the teachers who had initially resisted career education have become firm supporters of the project.

BILLINGS CAREER EDUCATION CENTER
Billings Public School District #2
Billings, Montana

District and Project Information: 1973-1974

District Population: 85,000

Type of Area: Urban

Students' Background: 95% White

Annual Family Income: 60% $15,000-19,999
20% $10,000-14,999

Contact Person:

Dr. Gordon L. Wallace
Principal
Billings Public High School
101 10th Street West
Billings, Montana 59102

(406) 656-7901

	District Schools	Career Education Center
Number of Schools	31	1-under construction
Grade Levels	1-12	11-12
Number of Staff	950	30-40
Number of Students	18,000	2,000

Years of Project Operation: Planning began 1973-1974
Center will open 1975

Number of Project Staff:

Project Funding:

Local	Planning Budget	$120,000
	Building and Equipment	$4.5 million

Approach to Career Education. Staff in this district began planning this year for a Career Education Center which will open in September, 1975. The Center will serve 11th and 12th grade students from this district, surrounding districts, and a local parochial high school. Typically, students of average ability who desire entry-level skills upon graduation will elect to participate in the Center program. Students can choose any one of 17 available cluster programs and can participate from one semester to two years. In addition to preparing students with entry-level skills, the Center will also provide the opportunity for students to explore post-secondary education in related fields. Each student will continue to fulfill his required course work at his home high school and will spend about two hours a day at the Center and two hours at a job. Advancement within a cluster area will be competency-based so that students can complete as much as they are able to. Students may also switch from one cluster area to another at any time.

Project Staff. This project is not yet in operation but a high school principal and two vice principals have taken responsibility for planning program, orienting staff, and involving the community in planning activities.

School Staff. Instructors are now being selected for the Center. Some are drawn from the local high schools and some are drawn from business and industry positions. All will receive an orientation to career education prior to the opening of the Center. Students who participate in Center activities will also spend a number of hours each day in their home high schools. Regular classroom teachers will teach all subjects required for graduation from high school and guidance counselors will provide career-oriented activities coordinated through the Center's vice principal for administration.

Training. In-service training and preparation are planned but have not yet occurred in this project.

Community Resources. Proposed center staff have met with various civic, business, and industrial groups and organizations to explain the nature of the program which will be housed in the Center. The staff are currently working with community members to form an advisory council and to establish cooperative work experience stations in the community.

Curriculum Materials. In developing curriculum, Center instructors will visit local business and industry sites to identify skills and knowledges needed for a particular job. After the Center is in operation, instructors will continue to visit new sites throughout the year as a way of updating the curriculum. Curriculum content will be developed around 17 job clusters established by the state of Oregon. Students will study skills or knowledges common throughout a family of occupations, rather than studying one particular job. As the curriculum is still in the planning stages, no materials have been developed yet.

An Idea That Worked. In planning for a Career Education Center it is important to keep the public informed and to involve them in planning. In this case, professional organizations, trade unions, civic agencies, and other community groups will all have been involved for two years prior to opening. The community is also involved because, in addition to the high school program, the adult education program for this district will make use of the new facility in the evenings, on weekends, and during the summer, and participants help with further planning. Because the community has been informed and has been involved in all stages of planning, the program has benefited from a great deal of community support and participation already, and expects to continue this relationship in the future.

EXEMPLARY PROJECT IN CAREER EDUCATION
Great Falls School District
Great Falls, Montana

District and Project Information: 1973-1974

Contact Person:

Ms. Frances Jackson
Director of Career Educations
1100 Fourth Street South
Box 2428
Great Falls, Montana 59403
(406) 761-5800, ext. 354,372

District Population: 25,000 - 99,999

Type of Area: Urban

Students' Background: 73% white
15% American Indian
5% Spanish Surname
5% Oriental

Annual Family IncomeL 66% $ 5,000 - 14,999
17% Under $5,000
17% $15,000 - 19,999

	District Schools	Project Schools
Number of Schools	28	28
Grade Levels	K-Adult	K-Adult
Number of Staff	950	950
Number of Students	19,000	19,000

Years of Project Operation: 1

Number of Project Staff: 6 Full-Time

Project Funding:

Federal	$110,000
Local	25,000
Total	$135,000

Approach to Career Education. Basic district-wide inservice training is carried on, utilizing both project goals and national goals. Concentrated inservice training is made possible through graduate course work provided for classroom teachers. Funds and project staff time are allocated for the implementation of projects initiated by individual classroom teachers. In-depth inservice training for teachers, and teacher conferences with building principals and guidance staff in all secondary schools, were integral parts of the process. The target population in 1975 will be Indians and/or high school dropouts because district priorities have not heretofore benefited them.

Project Staff. The project staff consists of one project director, one elementary consultant, one secondary consultant, one work experience coordinator, one media consultant and one secretary. With minor exceptions, all staff work is undertaken by teachers and administrators.

School Staff. Classroom teachers carry out career education instruction. Integration of the infusion process is a project goal. Ten percent of the staff were involved in concentrated inservice training. Thirty to 35 percent of the teaching staff and/or counselors are actively involved in career education activities.

Training. Ninety-five percent of all teacher training occurred locally and was conducted by project staff assisted by outside consultants. All administrators, counselors and teachers received minimal inservice training. Some of each group received in-depth training. Just over 10 percent had concentrated instruction. The primary purposes of the training were to orient all staff to project goals, train the target population (curriculum and counseling committee members) and examine commercial and teacher-made curriculum materials. Only a few commercial materials were available from one or two other projects. Materials available from outside consultants were minimally used.

Community Resources. Through a cooperative venture with the Voluntary Action Center - RSVP, the project has developed a community resources bureau with minimal staff time and expenses. Requests have been collected and categorized for bureau functioning in 1974-75. Through a cooperative effort with the Explorer Division, B.S.A., a computerized career interest survey was developed. This became a statewide pilot project. It is too early to assess all of the potential uses of the print-outs, although they have provided information for group career guidance and curriculum planning.

Curriculum Materials. All staff members taking the graduate course offered by the local university developed curriculum units appropriate to their grades or academic area. These were intended primarily as teacher guides, although some have suggested student materials. Grades K-12 were involved. Materials were in crude form, prepared only for submission to a college instructor. One group of teachers has been working on a slide-tape introduction to their respective areas for incoming high school teachers. It has not yet been tested.

An Idea That Worked. One idea was to get in touch with our local Explorer Executive from the Boy Scouts of America. Their program is congruent with career education goals and can provide out-of-school experiences which school or project staff cannot hope to obtain for such a large group of students. Another was to check with our local voluntary action center for needed manpower to attain career education goals. These people have more drive and stamina than district staff and did the work we needed to have done at no cost to us.

CAREER EDUCATION PROGRAM
Helena Public Schools
Helena, Montana

District and Project Information: 1973-1974

District Population: 29,000

Type of Area: Urban and Suburban

Students' Background: 96% White

Annual Family Income: 58% Under $10,000
24% $10,000 - 14,999
18% $15,000 or more

Contact Person:

Mr. James W. Fitzpatrick
Director of Career Education
Helena Public Schools
Helena, Montana 59601
(406) 442-8794

	District Schools	Project Schools
Number of Schools	12	12
Grade Levels	1-12	1-12
Number of Staff	399	399
Number of Students	7,240	7,240

Years of Program Operation: 3 1/2

Number of Project Staff: 2 Full-time
1 Part-time

Project Funding:
Federal 25%
Local 75%

Approach to Career Education. Career education is an integral part of the ongoing curriculum in the Helena school system. In the elementary grades, the major emphasis is on career awareness and self awareness. The career awareness component includes six elements, and all should be included by teachers involved with career education. The six elements are: subject matter tie-in, occupational awareness, manipulative activities, field trips, resource people, and role playing. At the junior high level, the career awareness and self awareness theme is continued and the following areas are included: decision making, economics, studies of occupational clusters, world of work orientation, exploration of interests, field trips, student interest and ability assessment, and educational avenues. Efforts were made to insert career related activities and units into classrooms wherever appropriate. At the high school level, efforts were made to intensify career counseling for students, and to provide more career-related learning experiences. Teachers were encouraged to incorporate career education into their subject areas. Teachers were assisted in bringing community resource people into their classrooms and in finding community locations for career exploratory field trips for students. Cooperative-type programs with community businesses were expanded to include professional as well as non-professional career exploration and work experience. The program staff meets frequently with teachers, administrators, counselors, community resource persons and advisory committees. Inservice training sessions and workshops further the implementation of career education.

Project Staff. The staff has been reduced from six full-time individuals, one part-time media person and one secretary in May 1972 to one half-time director and two full-time coordinators for the 1974-75 school year. The coordinators serve all elementary and secondary schools in the system.

obtained from other career education projects.

6. Life Career Development Handbook: Guidance Based. Print. This publication was developed by Helena Public School personnel in cooperation with the University of Missouri, Columbia. The publication includes a rationale for career development, theories of vocational development, organizational procedures and domains concepts, objectives and activities for school personnel.

An Idea That Worked. Many Helena fifth graders study a hospital unit and part of the unit involves a two and one-half hour field trip to a local hospital. The R.N. who conducts the tour first gives the students an overview of the hospital. She creates an imaginary patient and presents a chart on which he is shown as the hub of a wheel. The spokes of the wheel are all the people who might serve the patient, from janitor to surgeon. The students then see these people performing their work as the students tour the hospital. The emphasis is on people, not things. Upon returning from the hospital, the students discuss what they have seen. A follow-up activity is role playing using various hospital work roles. The entire unit is available from Helena Public Schools.

Another Idea That Worked. Guest career speakers in high school classes can be deadly if the speaker doesn't capture the students' interest or attention. Often community resource people might hesitate to come into a class, either for that reason or because they don't have the time to prepare a talk that they feel will do the job. In Helena, we had good success when we invited three career resource persons at a time, representing a variety of career areas. For example, at one time, a beautician, a social worker, and an assistant principal appeared together. Each was told not to prepare a speech. After a two minute (maximum) explanation of what the resource person did, the students asked questions of each one. A student moderator made sure that each guest was given equal time. Students were provided with a list of questions to ask in case things bogged down but, for the most part, the students asked excellent questions on their own. Nearly all students got into the act because of the diversity of careers. The guest panelists enjoyed themselves immensely and learned from one another. The resource people expressed satisfaction with the arrangement, particularly the fact that no preparation was needed. All in all, this method did much to enliven and make more efficient what could have been a dull and non-productive situation.

School Staff. Teachers and counselors work actively to provide career education in the classroom. Particular success has been accomplished at the elementary level where 90 percent of the teachers were active during the 1973-74 school year. Faculty steering committees were set up to assist with program activities and development at the four secondary schools.

Training. Training for Helena school staff has been conducted in the form of inservice sessions, workshops, discussions, and individual or small group meetings. In addition, program staff members have made presentations and held workshops in districts throughout Montana. Several school districts have visited Helena to observe program activities.

Community Resources. The Helena program used community resources extensively. Numerous businesses and institutions have provided classroom speakers, materials, and/or sites for field trips, exploratory experiences, and work experiences. A community advisory committee met frequently during the course of federal funding and now meets on an as-needed basis. Community reaction to career education has been very favorable and gratifying.

Curriculum Materials. Materials produduced by the project are described below.

1. Career Education Unit Guides.
   Print, intended for use in grades 1-6. A separate booklet of career education units for each elementary grade. Units include six elements of career awareness: subject matter tie-in, role-playing, occupational awareness, resource people, manipulative activities, and field trips. Self-awareness activities and mini-units suggestions are also included.

2. Career Education Resource Guide.
   Print, a compilation of local community resources available to Helena teachers. Speakers and visitation sites are recommended for each grade level, thus preventing overlap of speakers.

3. Career Education Planning Guide for Helena Elementary Schools.
   Print, recommended units for each elementary grade, a rationale for career education from superintendent of schools, a form for submitting planned career education activities to project staff.

4. Career Related Curriculum Ideas for Grades 7-12.
   Print, 350 pages; intended for teachers in grades 7-12. Includes rationale, curriculum units, and career-related activities for integrating career education into various subject areas.

5. Career Related Curriculum Units, Grades 7-12.
   Print, 20-25 pages each; 50 individual units for use in several subject areas. Some developed locally and some

obtained from other career education projects.

6. Life Career Development Handbook: Guidance Based. Print. This publication was developed by Helena Public School personnel in cooperation with the University of Missouri, Columbia. The publication includes a rationale for career development, theories of vocational development, organizational procedures and domains concepts, objectives and activities for school personnel.

An Idea That Worked. Many Helena fifth graders study a hospital unit and part of the unit involves a two and one-half hour field trip to a local hospital. The R.N. who conducts the tour first gives the students an overview of the hospital. She creates an imaginary patient and presents a chart on which he is shown as the hub of a wheel. The spokes of the wheel are all the people who might serve the patient, from janitor to surgeon. The students then see these people performing their work as the students tour the hospital. The emphasis is on people, not things. Upon returning from the hospital, the students discuss what they have seen. A follow-up activity is role playing using various hospital work roles. The entire unit is available from Helena Public Schools.

Guest career speakers in high school classes can be deadly if the speaker doesn't capture the students' interest or attention. Often community resource people might hesitate to come into a class, either for that reason or because they don't have the time to prepare a talk that they feel will do the job. In Helena, we had good success when we invited three career resource persons at a time, representing a variety of career areas. For example, at one time, a beautician, a social worker, and an assistant principal appeared together. Each was told not to prepare a speech. After a two minute (maximum) explanation of what the resource person did, the students asked questions of each one. A student moderator made sure that each guest was given equal time. Students were provided with a list of questions to ask in case things bogged down but, for the most part, the students asked excellent questions on their own. Nearly all students got into the act because of the diversity of careers. The guest panelists enjoyed themselves immensely and learned from one another. The resource people expressed satisfaction with the arrangement, particularly the fact that no preparation was needed. All in all, this method did much to enliven and make more efficient what could have been a dull and non-productive situation.

ASHLAND-GREENWOOD CAREER GUIDANCE PROGRAM
Ashland-Greenwood Saunders County School District Number One
Ashland, Nebraska

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural

Students' Background: 99% White

Annual Family Income:

Contact Person:
Mr. Larry Bartek
Career Guidance Program Director
Ashland-Greenwood High School
1842 Furnas Street
Ashland, Nebraska 68003
(402) 944-3650

	District Schools	Project Schools
Number of Schools	3	2
Grade Levels	K-12	7-12
Number of Staff	50	30
Number of Students	972	448

Years of Project Operation: 2

Number of Project Staff: 1 Full-time
2 Part-time

Project Funding:

Federal	$23,607
Local	13,300
Total	$36,907

Approach to Career Education. The project director (also a vocational counselor) serves as career education consultant for teachers in grades 7-12. In this capacity, he helps teachers implement career materials in the classroom and he encourages teachers to make the curriculum increasingly relevant to student needs. A Career Exploration Model has been developed and, within this framework, the focus in the classroom is on career units, resource people, tours, and career/vocational exposure. For teachers, a key activity is participation in the Impact Group, which serves individual students in an advisory capacity. Goals for the Impact Group are to help students develop self-awareness and to assist students' vocational development through career exposure and assessment of personal talents, abilities, interests, career tendencies, and occupational preferences. Ideally, each student has contact with at least one community member and one other adult member from the Impact Group, in addition to the teacher. A great deal of emphasis is placed on community involvement and awareness of local opportunities even though these appear limited. An intensive interview is conducted with each sophomore and the vocational counselor follows through with additional interviews during the junior and senior years.

School Staff. Each high school teacher (grades 10-12) is selected by students to serve on one of the advisory Impact Groups. All high school teachers participate. Next year, the Impact Group concept will be extended to junior high teachers and to selected junior high students who might best profit from individual contact between teacher and student. This teacher-student relationship is an essential part of the program. On the elementary level, career guidance units are conducted whenever teacher ask for them. As each teacher becomes active in an Impact Group, he meets with the vocational counselor, who encourages the implementation of career education concepts in the classroom. At this time, too, the vocational counselor helps the teacher to better understand the needs of students assigned to him in this special program.

Training. During the first year, all training for the Impact Group program was done by Selection Research Inc. (SRI). Then, responsibility for training shifted to the program's own director with some help coming from SRI. Training is done in teacher workshops, inservice programs, and in teacher-community seminars conducted by the program director. The purposes of these training sessions are to tell teachers about the objectives of the vocational guidance program, to familiarize them with the career education strategies contained in the program, to provide direction as teachers implement program concepts, and to sensitize teachers to the needs of students as individuals. In addition to the special training sessions described above, there are short monthly meetings that provide teachers with additional opportunities for training in project procedures and methods.

Community Resources. During the summer a Nebraska Youth Corps enrollee serves as a research aid. He goes door-to-door with information on the program and he surveys community adults on their interest in the program and their willingness to participate in it. On a year-round basis, the project director and/or project secretary contact local businessmen to discuss ways that they can contribute to the vocational interests of project students. Community adults and businessmen are invited to come to the classrooms as resource people and to participate in mini-career days when students are exposed to local occupational opportunities. Adults serve on the community advisory council which meets quarterly and, during the coming year, tours will be scheduled for small groups of interested adults at the anticipated rate of one a week.

Curriculum Materials. The program has developed materials for students, materials for teachers (Teacher Notebook), and Impact Group materials for use by teachers with students. In addition to these, some commercial curriculum guides have been purchased and an SRA Work Kit is used with students in the junior high school. An exportability manual is available and there is a supplement which includes the numerous materials used in the Ashland-Greenwood Vocational Guidance Program.

Materials produced by the project are described below.

1. Exportability Manual.
   Print, 35 pages; intended for use by administrators, counselors and career guidance implementors in secondary schools. This describes the career guidance program and plans for implementing it in the Ashland-Greenwood school district.

2. Exportability Manual, Supplement 1.
   Print, 100 pages; intended for use by administrators, counselors and teachers in grades 7-12. This contains detailed concepts, materials and forms developed for the Ashland-Greenwood Career Guidance Program.

3. The Ashland-Greenwood Vocational Guidance Program. Slides and casette or tape reels, 10 minutes; intended for use by teachers, students and/or parents. This describes the key concepts of the Ashland program.

An Idea That Worked. The student selects one teacher and one or two persons from the community and this team becomes the Impact Group. This group serves as an advisory group and meets with the student five to ten hours per year. The Impact Group's goal is to help identify and develop the student's interests and to explore with him the career opportunities available in the community. Thus, each student has an opportunity to relate to at least one teacher that he feels comfortable with, and someone that really knows him. As the teacher gets to know the student as an individual, both teacher and student can explore the student's career interests. As the student becomes more aware of who he is, his growth and development prepare him to enter the world of work and become a constructive participant in society.

CAREER EDUCATION IN A TYPICAL NEBRASKA RURAL SETTING
Kimball Schools
Kimball, Nebraska

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural and Small Town

Students' Background: 97% White

Annual Family Income: 55% $15,000-$19,999
30% $10,000-$14,999

1

Contact Person:

Mr. Charles Moorehouse
Division of Guidance and Counseling
901 South Nadine
Kendall, Nebraska
(308) 235-2188

	District Schools	Project Schools
Number of Schools	4	4
Grade Levels	K-12	K-12
Number of Staff	80	80
Number of Students	1536	1536

Years of Project Operation: 1

Number of Project Staff: 3 full-time

Project Funding:

Federal	VEA	$60,000
Local		$40,000
Total		$100.000

The Project

Finances. For this year the project received $60,000 in VEA funds and $40,000 in local funds. Next year the project will receive $50,000 in VEA funds and $60,000 in local funds. This represents an increased total budget for the next year, and an increased local contribution. One-fifth of project funds were spent in each of the areas of project staff salaries, purchase of materials for classroom use, school staff training materials, and evaluation. The remaining fifth was spent in other areas.

Project Staff. The project employs one full-time project director and two part-time curriculum coordinators. All three are guidance counselors, one serving at the elementary level, one at the middle school level, and one at the secondary school level. The project staff spend about 90 percent of their time with teachers, but also work directly with counselors, librarians, and community people.

Training. During this year training was conducted by consultants from other districts and from higher education institutions. Next year local school staff will also conduct some training. All of the staff in the district have participated. This year the training focused primarily on an orientation to career education and the world of work. It also included community resources available, materials selections, and teaching techniques. Training activities consisted of workshops and demonstrations. Student materials produced by other districts were used in training.

Curriculum Materials. The instructional materials used in career education were selected from commercial sources or were developed locally. Most are in print and were developed since 1970. The project is planning for development of curriculum guides at each grade level which would provide specific career education activities in various existing subject areas.

Community Resources. The project staff have identified and catalogued community speakers, trips, materials, and student work sites, and are available to arrange for use of these resources.

Public Information. Within the district, the project staff share information about the project by speaking at meetings of community clubs, sending newsletters, inviting visitors, and preparing news items. They provide information for parents in the district. They provide information outside the district by sending newsletters.

The School Instruction Program

Staff. Career education intruction in the district is carried out by regular classroom teachers and guidance counselors. Although all staff in the district have been trained, only about 10 percent actively participated in career education, as this was the first year of the project.

Content. Broadly expressed career education goals have been developed by the project. They include goals such as, "Every student will graduate from high school with a salable skill." The curriculum content included work, family life, and leisure. The content of the career education curriculum differs from the regular curriculum in that it relates subject areas to work and life. Career education parallels vocational education in the district.

Methods. The methods used to teach about careers do not differ from those used to teach about other matters, although discussion, student projects, and hands-on experiences are used more often in career education than in the regular curriculum. At the elementary level career education is integrated into the subject areas of mathematics and language arts/reading/English. At the secondary level it is integrated into business and office education, health education, home economics, industrial arts, and language arts/reading/English.

Evaluation

Internal Evaluation. No internal evaluation of the project has been conducted.

External Evaluation. The State Department of Education and a university worked together to conduct an external evaluation of the project and the school instruction program. They evaluated project financing, project staff, number of schools served, staff training, and the effect of the career education curriculum on pupil learning and behavior. The evaluators used interviews, observations, questionnaires and tests, and a review of documents in conducting their evaluation. They collected from school staff, students, community members, and project records.

LINCOLN CAREER EDUCATION PROJECT
Lincoln Public Schools District
Lincoln, Nebraska

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Urban

Students' Background: 96% White

Annual Family Income:

Contact Person:

Mr. Carl Spencer
Career Education Project Director
Lincoln Public Schools
720 South 22nd Street
Lincoln, Nebraska 68510
(402) 475-1081, ext. 276

	District Schools	Project Schools
Number of Schools	48	12
Grade Levels	K-Adult	K-12
Number of Staff	1,562	495
Number of Students	30,000	10,400

Years of Project Operation: 1

Number of Project Staff: 6

Project Funding:

Federal	$478,113
Local	107,555
Total	$585,668

Approach to Career Education. The Lincoln career education project's goal is to prepare students for making intelligent life-work choices and for implementing those choices in ways which are satisfying and productive for each individual and for society as a whole. In our fully developed career education program, students will be able to make career decisions by knowing about a wide range of career possibilities and about their own interests and abilities in relation to them. They will have effective work habits and positive attitudes toward work, capabilities and skills useful in the world of work, and will be prepared, upon leaving school, to undertake entry-level employment, further training or education. Considerable efforts are already being made in the schools and the community to achieve these objectives. The project is coordinating the design and implementation of an improved system which will further the achievement of these objectives by the following means: making learning experiences more meaningful and relevant to the individual student through restructuring curriculum and refocusing it around career development themes; providing all youth with the guidance and instruction needed to develop their self-awareness and self-direction; expanding their occupational awareness and aspirations and fostering positive attitudes about the personal and social significance of work; providing services for placing students in the next step of their career development, whether it be employment or further education and training; building into the education program greater coordination of all community resources for career education; increasing the educational and occupational options available to all persons through a flexible education system which facilitates entrance and re-entry into either the world of work or the education system. The project makes maximum use of existing resources and mechanisms for change. It relies on a small staff of temporary personnel who manage the project, develop models, and organize training programs. Project procedures are systematically organized and concern all participating students, teachers and members of the community. The organization system involves setting specific objectives, assessing present status, determining needs, setting program priorities, and developing, implementing, and evaluating the program.

For more efficient administration, the work of the project is organized in several components, each consisting of a set of closely related tasks. These are a planning and evaluation component, a support systems component, and a curriculum and staff development component. The first involves short and long range planning, resource allocation, design, supervision and evaluation of the work program, etc. The support systems component involves the design and implementation of centralized inventory systems for community resources and student data services. The curriculum and staff development component involves inservice activities or workshops, exploratory and observational experiences, seminars and the creation of career education curriculum units.

TEACHER ADVISOR PROGRAM
Lincoln Public Schools
Lincoln, Nebraska

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Urban

Students' Background: 90% White

Annual Family Income:

Contact Person:

Ms. Maryann Spahni
Guidance Counselor
Goodrich Junior High School
4600 Lewis Avenue
Lincoln, Nebraska 68521
(402) 475-4561

	District Schools	Project Schools
Number of Schools	48	3
Grade Levels	K-Adult	6-12
Number of Staff	1,562	119
Number of Students	30,000	2,500

Years of Project Operation: 1

Project Funding:
Local $5,000

Number of Project Staff:

Approach to Career Education. At Goodrich Junior High School the approach to career education is similar to that at other district schools. The counselors in this school are resource persons to 40 members of the teaching staff. Twice a month, each counselor meets with 20 teachers for planning purposes. Each of the 20 teachers has approximately 20 students in his teacher/advisor group. The basic purpose of the Teacher Advisor Program is to develop a close relationship between teachers and students. Ideally, the teacher/advisor is the person in the school who knows his advisees better than any other staff member in the school. Seven volunteers from the entire teaching staff were selected for the career education cadre. Through these people, career education was infused into the Teacher/Advisor Project. The career education cadre developed goals for the school and examples of suggested activities teachers could use to meet these goals. Three local junior high schools held a workshop at which they developed materials to be included in their central file of activities and ideas for teachers and students. The areas covered included career exploration, values, communication skills, games, self-awareness, and advising techniques. They also developed an evaluation form for grades 6-9 so that teachers could critique the activities. All students, the gifted, those in special education, potential drop-outs, and those from low income families, were included in the activities.

Project Staff. There is no special project staff but some faculty members in each of the district's schools volunteer to participate in the Teacher/Advisor Program. An example is Goodrich Junior High School where two guidance counselors coordinate the program and 15 teachers are members of the career education cadre, the teacher/advisor council or both. The two guidance counselors spend about 70 percent of their time working with teachers and students and they provide inservice assistance in group decision making, communication, test interpretation, work study, etc.

School Staff. At Goodrich Junior High School, career education was implemented on a very low-key basis in 1972-73 as part of the teacher advisor project. The career education cadre suggested activities that might be undertaken by the total teaching staff. Many students shadowed people in the community whose work was of interest to them. Twenty-one teachers at Goodrich Junior High School had students involved in this aspect of the program. The teacher/advisors themselves undertook various career education activities. They met in small groups with the counselors and shared experiences.

Training. The counselors attended conventions on teacher advising in Marshall, Minnesota and at Omaha's Westside High School. Interested teachers also read a number of materials on their own. During the fall semester, a college course was offered for three hours of credit. Both counselors and teachers participated. The purpose was to help the teacher become proficient as a teacher/advisor. A variety of materials were used. Many centered on the teacher becoming more aware of himself as a person and not merely as a disseminator of curriculum material.

Community Resources. The program is just beginning to involve the community. A community participation program has been organized through the career education department. One individual is in charge of making contacts with community resource people when a teacher calls and a) wants to visit the community resource person with his students, b) wants the resource person to come to his school, or c) wants a viedeotape presentation concerning a place which students cannot visit.

Curriculum Materials. A variety of materials have been developed and are in print. These have been reproduced for the central file so that career exploration activities are now available for grades 6-9. Appropriate tapes and movies from the local public library have also been incorporated into the public central file.

An Idea That Worked. Teachers from three local junior high schools developed materials in a summer workshop. There now exists a central file with information on five areas: career education, values, self-awareness, communication skills and fun games. Print and non-print materials have been developed for each area. The appropriate group size, time required, materials, goals and processes are listed for each item. A very brief evaluation form has been created which enables the teacher to express his thoughts about the activity and its success with the student group. This central file is located in the teachers' lounge in each school. An individual teacher can select any activity and have the media person make as many copies as needed. A code system was also developed for each item so that if one was lost, it could be easily replaced. This also made the filing process much easier. These materials are used during periods when teachers see their 20 students for 15 minutes each day. This is helpful to the teachers since all materials are very explicit and require no preparation time.

PLANNING FOR CAREER EDUCATION
School District #66
Omaha, Nebraska

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Suburban

Students' Background: 99% White

Annual Family Income:
30% $15,000-19,999
20% 5,000- 9,999
20% 10,000-14,999
20% 20,000 or more

Contact Person:

Mr. Orval O. Jensen
Guidance Counselor
Westside High School
8th and Pacific
Omaha, Nebraska 68114

	District Schools	Project Schools
Number of Schools	16	
Grade Levels	K-12	
Number of Staff	840	
Number of Students	25,000	

Years of Project Operation: 1 year of planning

Number of Project Staff: 1 Part-time

Project Funding:
Local $8,000
Total $8,000

Approach to Career Education. This district began this year to explore the posibility of developing a career education program for students. An Ad Hoc Career Education Committee was formed consisting of guidance counselors, central office administrators, and teachers of grades K-12. This 14-member committee followed a systematic, data-based process for analyzing curricular and instructional problems in order to develop tested, feasible solutions. This group developed a philosophy for career education and determined that students needed to pursue the major career development components or stages of attitude development, career awareness, career orientation, career exploration, and career preparation. They surveyed parents, students, and school staff to determine the acceptability of career education to each of these audiences. The results indicated that a majority of those surveyed favor career education. Eighty four percent of the parents surveyed stated that they believed that the district should pursue the development of a comprehensive career education program. Twelve out of thirteen administrators believe they have some staff members who would commit themselves to career education. Seventy one percent of the elementary teachers indicated that they could correlate and integrate career awareness content and concepts into existing curriculum. When students from 7th through 12th grades were asked whether the district should pursue the development of a career education program, well over half of the students at each grade level said "yes". Having found a positive response among the different groups surveyed, the committee developed a project proposal for the implementation of career education. The proposal contains objectives, a rationale, and suggested procedures to begin career education next year in this district.

Materials. The planning committee has produced the following career education materials:

1. A Brochure about the Goals of Career Education in the District
   Print, 1 page, intended for teachers, students, parents and the public.
2. Career Education 1973-74
   Print, 21 pages, intended for teachers and school administrators. Includes a report on Career Education Committee activities and findings of the career education survey.

WORK-STUDY FOR THE MENTALLY RETARDED
Carson City Schools
Carson City, Nevada

District and Project Information: 1973-1974

District Population: 25,000

Type of Area: Small town

Students' Background: 94% White

Annual Family Income: 50% $10,000-14,999
20% 15,000-19,999
20% 5,000- 9,999

Contact Person:

Mr. Richard Seeley
Project Director
Carson City Schools
P.O. Box 1603
Carson City, Nevada 89701
(207) 882-1313

	District Schools	Project Schools
Number of Schools	8	1
Grade Levels	K-12	9-12
Number of Staff	265	
Number of Students	5,500	

Years of Project Operation: 1

Number of Project Staff: 1 Full-time

Project Funding:	
Federal	$12,000
Local	3,000
Total	$15,000

Definition of Career Education

This project has added a work preparation element to the school study program of the mentally retarded students it serves.

Goals

1. To insure that each mentally retarded student will graduate from high school with a salable skill.

The Project

Finances. The project began this year with $12,000 in ESEA Title VI (special education) funding and $3,000 in local funding. Next year the project will be entirely supported by local funds of $15,000. Eighty percent of project funding for this year was budgeted for project staff salary. Fifteen percent was spent for curriculum materials for classroom use and five percent for travel expenses for students and instructors.

Project Staff. The project employs a full-time project director who was formerly a secondary teacher of social studies within the district. He works closely with the two special education teachers who are responsible for homeroom activities for the 21 mentally retarded students in the district who attend the regular high school. He also works closely with employers to arrange work sites for students and to develop employer attitudes and training programs to meet the needs of these students. In addition, he works with some regular high school teachers to coordinate the regular academic subjects taught to these students with the skills required by their specific job placements.

Training. Although the project director works closely with teachers and employers to help them understand this project and the needs of the students it serves, no official training is conducted.

The School Instructional Program

Staff. In this district, homeroom activities are supervised by two special education teachers. Regular classroom teachers offer academic subjects to the students in the program in classes that are appropriate to them. In addition, employers provide some on-the-job training for these students.

Students. This program offers academic subjects and work experience to 21 mentally retarded students in the 11th and 12th grades. These students are chosen as being capable of attending some regular high school classes and as benefiting from learning a salable skill. Prior to this project, mentally retarded students in the district did not have any opportunity for work experience or job training.

Content. The content of this project combines academic courses suitable to these students with actual job experience. Course work is focused on skills needed for employment such as simple arithmetic. In addition students have work experience and some on-the-job training provided by employers. This experience outside school replaces classroom work previously offered to these students.

Methods. In this project academic courses are taught by traditional methods, but students also receive practical work experience and special guidance activities.

Scheduling. Half of the activities offered by this project are scheduled during school hours. The remainder take place after school or on weekends.

Facilities. Students in this program spend only 20 percent of their time in the school. Each student spends the remainder of the time at his assigned place of employment.

Curriculum Materials. In this project, traditional curriculum materials are used in academic courses and on-the-job training is provided through supervision rather than curriculum materials.

Community Resources. The project director arranges a work site in the community for each student in the project. He is responsible for maintaining a relationship with employers and potential employers, as well as for coordinating the placement and supervision of students.

Evaluation

No evaluation of this project has been conducted.

CLARK COUNTY CAREER EDUCATION PROJECT

Clark County School District
Las Vegas, Nevada

District and Project Information: 1973-1974

District Population:	100,000-499,999
Type of Area:	Rural, Small Town, Urban and Suburban
Students' Background:	80% White 15% Black
Annual Family Income:	50% $10,000-14,999 25% $15,000-19,999 10% $20,000 or more 5% Under $5,000

Contact Persons:
Mr. John Paul
Associate Superintendent
and
Dr. Verl L. Frehner
Career Education Coordinator
Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada
(702) 736-5479

	District Schools	Project Schools
Number of Schools	80	80
Grade Levels	K-12	K-12
Number of Staff	3,800	3,800
Number of Students	85,000	85,000

Years of Project Operation: 1

Number of Project Staff: 3 Full-time

Project Funding:	
Federal	$ 105,000
Local	40,000
Total	$ 145,000

Approach to Career Education. Prior to federal funding, the administration of the school district placed emphasis on the need for career education and school district personnel developed a working copy of a secondary career education plan. While individual secondary schools were attempting to implement many of these ideas, plans were evolving for a more complete plan for grades K-12 of the entire district. Career education is perceived as a program which should satisfy the career needs of all students regardless of what goal they have in mind. As a result plans are being made to provide for students with goals in any career area.

Project Staff. During the first year of project funding a coordinator was hired to establish a framework for accomplishing project objectives. An elementary curriculum advisor and a task force of elementary teachers were also engaged to create a Career Education/Social Science Curriculum Guide for use at the K-6 level. This guide was to provide teachers with hands-on teaching materials for career awareness. The coordinator's main responsibilities during the first year were basic planning for the accomplishment of program objectives, submitting proposals to the district career education steering committee, arranging for school district personnel to visit other career education sites, and holding a district-wide career education orientation and planning meeting. He also coordinated efforts to support career education programs such as Profile Counseling, a sixth grade career awareness film project, a district career interest survey, and the establishment of intermediate and secondary task forces for the development of second year products.

School Staff. Because of the nature of career education development in this district, individual schools began work on their programs before a total district approach was initiated. In most of the thirteen high schools the principal was the prime initiator of career education with either an assistant principal or counselor responsible for coordinating the program. Most schools have "Career Days" which involve speeches by community resource people, as well as career centers which supply information about various careers. Counselors are involved and have responsibilities in this area. Over one-half of the thirteen junior high schools in the district have also developed their own career education programs.

Training. Training of school district personnel has been accomplished through meetings of elementary, intermediate, and secondary principals, counselor orientations, and the inservice training of 11 sixth grade teachers for use of sixth grade career awareness films. These sessions were under the direction of the assistant superintendent for administration, the assistant superintendent of elementary, intermediate, and secondary schools, and a specific person assigned to train the sixth grade teachers.

Community Resources. An advisory committee of 27 community residents has been selected. Fifteen of these people represent the fifteen clusters identified by the USOE, and the rest represent other agencies which should have an interest in the development of career education in the district. Through these committee members community resources are made available to the district.

Materials produced by the project are described below:

1. Sixth Grade Career Awareness Films (44)
   Film, 15 minutes, intended for students, grades 6 and 7.

2. Profile Counseling
   Print, intended for students, grades 8-12. Consists of organized and collected data intended for students' greater self-awareness.

3. Elementary Career Education/Social Science Curriculum Guide
   Print, intended for students and teachers, grades K-6

An Idea That Worked. In years past, the Explorer Scout Program had a career interest survey which was given to all high school students. After the creation of our district career education program, we found its categories to be of little use to us. As a result we created a new career interest survey built around the 15 occupational clusters identified by the USOE. This survey now can be used in conjunction with information found in the Profile Counseling program, student work experience selections, and other in-school career needs. Each school, as well as the Explorer Scouts, received computer print-outs of the results of the survey.

PROJECT SAVE (SEQUENTIAL APPROACH TO VOCATION EDUCATION) AND PROJECT PACER[*] (POTENTIALS FOR ACHIEVEMENT THROUGH CAREER EXPLORATION AND REVIEW)

Washoe County School District
Reno, Nevada

Contact Person:

Mr. Richard Wright
Career Education Project Director
Washoe County School District
Reno, Nevada 89502
(702) 322-7041

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Rural, Small Town, Suburban and Urban

Students' Background: 94% White

Annual Family Income:
40% $20,000 or more
30% 15,000 - 19,999
20% 10,000 - 14,999

	District Schools	Project Schools
Number of Schools	51	37
Grade Levels	K-12	K-6
Number of Staff	1,450	
Number of Students	31,000	17,000

Years of Project Operation: 4

Project Funding:

Number of Project Staff:
4 Full-time
3 Part-time

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[*] The two projects described represent only part of the career education activities within the district.

Goals

This district has developed ten major goals in career education. A few of these are:

1. To assist students in understanding themselves and developing a positive self-concept.

2. To assist students in acquiring a positive attitude toward the world of work.

3. To assist the student in acquiring the skills necessary to enter the world of work.

4. To assist the student at the end of the 12th grade, in placement on a job, in a technical school, or in a community college, or in a four-year college or university.

The Project

Finances. Project SAVE is a K-12 program with guidance as a central theme. It was funded for a three year period beginning in 1970-71 by the Office of Education and then funded locally. PACER is an exploratory program for grades 7-10. It makes use of career resource centers and career guidance to aid students in exploring the 15 Office of Education clusters. It began this year with VEA Part D funding. This year, about 70 percent of funds for these two projects was budgeted for project staff salaries. An additional ten percent was spent as compensation for staff development participants, ten percent for the purchase of curriculum materials, and smaller amounts for other purposes.

Project Staff. The project staff includes a project director, a guidance counselor, three teachers, and three teacher assistants. The project director was previously an administrator in the district and before that taught social studies. The three teachers have taught junior high school classes in industrial arts, social studies, and special education. The three teacher assistants previously worked as paraprofessionals in the district. In the first year of project operation about a quarter of the schools in the district were served. This year all of the elementary schools, 30 percent of the junior high schools, and twenty-five percent of the senior high schools were served directly by the project. Next year the project staff will serve all of the elementary schools and half of the junior and senior high schools. The project staff spend most of their time working directly with teachers and principals for grades 7-12. They also spend some time with elementary teachers and have some contact with employers and central office staff.

Training. Project Staff members conducted summer training for half of the school staff in the district. Training sessions included lectures, workshops, demonstrations, trips and visits, and group discussions with project staff. The content of training included information about the world of work, community resources, teaching techniques, and curriculum development. Most of the materials used in training were locally developed, although some were drawn from commercial and non-commercial sources outside the district. About two-thirds of the materials used are student materials and the remainder are professional materials.

Public Information. The project staff provide information for parents, employers, and community organizations within the district by speaking at meetings, preparing news items and inviting visitors to observe the project. They disseminate information outside the district by attending meetings and inviting visitors.

The School Instructional Staff

Staff. Classroom teachers and guidance counselors carry out career education instruction in this district. About 40-50 percent actively participate.

Content. The project has developed the broad goals stated above and aims to offer students an awareness of careers, exploration of the world of careers, decision making skills, exploration of career clusters, skill development within a cluster, and finally cooperative job training. The career education curriculum deals with work, citizenship, family life, leisure, ethics and morality, esthetics, and self concept. Much of career education activity in the district precedes vocational education. Most of the content of career education is the same as the content of the regular curriculum but with a redirection or change of emphasis. Some curriculum content developed outside the district has been used by certain classes.

Methods. The methods used to teach career education differ from traditional methods in that they include a greater use of demonstration, discussion, student projects, and hands-on experiences. Training for teachers at the elementary level has focused on offering teachers techniques for integrating career education into the regular curriculum rather than on developing specific curriculum guides or subject-related materials. Each teacher then takes responsibility for integrating career education into her classroom activity. At the secondary level most academic teachers are not yet participating in career education. This program was originally directed towards vocational education and now offers students cooperative education courses which include work in the community as well as classroom instruction and hands-on experiences.

Curriculum Materials. Most of the instructional materials used in the project are locally developed materials for teachers, although some commercial and non-commercial materials produced outside the district are used. Most of the materials used are in print form.

Community Resources. The project staff has explored and cataloged community speakers, trips, materials, and work sites for students and school staff. They are also available to make arrangements for teachers to use these resources.

Evaluation

Internal Evaluation. No internal evaluation of the project has been conducted.

External Evaluation. No external evaluation of the project has been conducted as yet, but project staff are keeping diaries of project activities and a private agency will conduct an evaluation next year.

Materials

1. Elementary Curriculum Guides (one for each grade level)
   Print, intended for elementary teachers, grades K-6.
   Each guide includes sample activities across subject areas, as well as suggestions for trips, visits, and community resources.
2. Career Education Course of Study for grades 7-10
   Print, 428 pages, intended for teachers grades 7-10
   Includes career education concepts, performance objectives, and activities for each subject area.
3. Health Occupations Curriculum Guides (phase I, II, III)
   Print, 30 pages each, intended for teachers, secondary level.
4. Washoe County Career Education
   Slide-tape, 20 minutes, intended for parents and the public.

An Idea That Worked

The World of Construction and the World of Manufacturing programs developed by the Ohio State University were utilized this past year by three junior high schools in this district. One school introduced, with the program, two remedial teachers whose job was to increase student reading and math skills and to build positive student self-concepts. After the unit was taught an attitude scale was given at random to every fourth program student. The answers indicated that 83 percent of the World of Manufacturing students and 77 percent of World of Construction students rated the learning activities of these two courses better than other school courses. For the most part, school staff involved felt very positive about the program. In addition, parental response has been enthusiastic.

CONCORD CAREER EDUCATION PROJECT
Concord Union School District
Concord, New Hampshire

District and Project Information: 1973-1974

District Population: 30,000

Type of Area: Small town

Students' Background: 98% White

Annual Family Income:
40% $ 5,000- 9,999
30% 10,000-14,999
15% 15,000-19,999

Contact Person:

Mr. David Marin, Coordinator
Career Education Project
Concord Union School District
16 Rumford Street
Concord, New Hampshire 03301

(603) 225-3325

	District Schools	Project Schools
Number of Schools	12	12
Grade Levels	K-12	K-12
Number of Staff	420	420
Number of Students	4,100	4,100

Years of Project Operation: 1

Number of Project Staff: 1 Full-time

Project Funding:

Federal	VEA	$45,000
Total		$45,000

Approach to Career Education: This project is designed to help students learn about the requirements, needs, and major characteristics of the skills and attitudes needed in various occupational areas. It aims to make student learning in school more relevant to the outside world and to insure that everyone who leaves the project has a realistic appraisal of his own abilities and attitudes. The career education curriculum deals with work, decision making, and values and attitudes. It contains vocational education. Although the project aims eventually to serve all students in grades K-12 in the district, its greatest efforts in this first year of operation have been at the elementary level. In grades K-6 career education is infused in social studies and language arts/reading/English in many classrooms. At the secondary level, career education is integrated into some social studies and language arts/reading/English classes and, in addition, is conveyed through guidance activities.

Project Staff. The project employs a full time coordinator who serves all of the schools in the district. He spends the largest part of his time working with elementary school teachers, spends some time with junior high teachers and senior high guidance counselors, and has some contact with central office staff, other school staff, and the community.

School Staff. In this district, classroom teachers and senior high guidance counselors convey career education concepts to students. During this year about 20 percent of all school staff in the district actively participated in career education. More will be involved as the project develops.

Training. Project staff, school staff, and consultants from other school districts have all conducted training in this project. During the first summer of project operation, 25 school staff members from grades K-12 attended two weeks of training, primarily in values clarification. This provided a nucleus of people in each school who had received an orientation to career education. During the year, the coordinator met with teachers at each school, either in small groups or by department. He established personal contact with these teachers and conducted an informal needs assessment. Two and a half weeks of further training were then scheduled for staff who were interested. Training included an orientation to career education, materials selection, curriculum development, values clarification, and specific teaching techniques such as photography and the use of hand tools. About 60 percent of the staff in the district were oriented to career education and 15 percent received 10 or more hours of training.

Community Resources. During this year the project coordinator located community speakers and arranged for them to visit in classrooms and to assist in training staff. Next year he plans to further explore community speakers, trips, and materials, and to arrange work sites for school staff.

Curriculum Materials. The project coordinator has identified useful curriculum guides and student materials and has purchased some of these for placement in classrooms or circulation throughout the district. He has also worked with project staff to develop curriculum materials. In addition, school staff in the district can apply for mini-grants of $25 to $250 to develop a student-oriented instructional product. This year eight such grants were awarded by an executive council made up of the superintendent of schools, the vocational education director, representatives of the State Department of Education, etc. About half of the materials used by the district are in print and half are audiovisual.

Some materials produced by the project are described below:

1. Career Education in Conservation.
   Slide tape, 20 minutes, intended for teachers and students, grade 4.
2. Media and Communications as Used in Career Education.
   Slide presentation, 10-15 minutes, intended for teachers and students, grade 4.

DEVELOPMENT OF A STATEWIDE MODEL IN CAREER GUIDANCE, COUNSELING, AND PLACEMENT
Winnacunnet Cooperative School District *
Hampton, New Hampshire

District and Project Information: 1973-1974

District Population:

Type of Area: Small Towns

Students' Background: 100% White

Annual Family Income: 60% $5,000-9,999
20% 10,000-14,999

Contact Person:

Mr. Richard Walsh
Director of Guidance
Winnacinnet High School
Landing Road
Hampton, New Hampshire 03842

(603) 926-8769

	District Schools	Project Schools
Number of Schools	8	1
Grade Levels	K-12	9-12
Number of Staff		80
Number of Students	17,000	1,250

Years of Project Operation: 1

Project Funding:

Number of Project Staff: 1 Full-Time

Approach to Career Education. Winnacunnet High School is one of 25 high schools in the state chosen to participate in the development of state guidelines for career guidance, counseling, and placement. This year the guidelines were developed, tried, and revised. Next year the guidelines will be field tested in all 25 high schools. The guidelines are built on three components: values and attitudes, decision making, and the world of work. Student objectives have been formulated in each of these components, and a series of activities has been developed to achieve these objectives. Some of these activities are designed for guidance counselors to use in working with groups of students. Others are designed for teachers to use in their classrooms in conjunction with regular subject materials in social studies, English, or vocational classes. These activities involve more student participation than occurred previously. They include demonstrations, student projects, hands-on experiences, field trips, and testing and review.

Project Staff. The director of guidance, who heads this effort, has worked with the other four guidance counselors in the high school to create guidelines and activities. They, in turn, work with teachers in the district who carry out

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* Winnecunnet High School, the site of this project, serves four school districts.

these activites. They also work directly with students in group guidance activities.

School Staff. In this school, career education instruction is carried out by classroom teachers and by guidance counselors who work both in the classroom and outside the classroom. All of the guidance counselors and about 20 percent of the teachers in the school actively participate in career guidance, counseling, and placement activities.

Training. Although the guidance counselors work closely with teachers, no official training has been conducted in this school.

Community Resources. The primary way in which this program has used community resources is through the student placement program which is coordinated with the career guidance, counseling and placement plan. Through this program students can become involved in a work-study program, a work-experience program, a work release program, or can use the youth employment service. Each of these involves student work sites in the community.

Curriculum Materials. The basis for career guidance activities in the district is the career guidance, counseling, and placement guidelines developed by guidance personnel from 25 high schools in the state. Activities based upon these guidelines have been developed within the district by the guidance counselors. They are all in print and are all intended for use by teachers or guidance counselors with senior high school students.

Materials produced by the project are described below:

1. Peer Counseling Program
   Nine week course, intended for teachers and students, grades 10-12.
   Teaches students the skills necessary for effective peer counseling.
2. Career Counseling Units
   Print, 8 sessions, intended for use by guidance counselors, English teachers, and students, grade 10.
   Designed to help students begin to think about career choices.
3. Career Awareness Unit
   Print, 18 sessions, intended for guidance counselors, for use with students in grade 9.
   Involves students in process of career development.
4. New Hampshire Guidelines For Career Guidance, Counseling, and Placement.
   Print, 100 pages, intended for guidance counselors and teachers, grades 9-12.

An Idea That Worked. The premise of this project is that any plan for improved guidance services must involve both teachers and guidance counselors. This project chose to begin by working with teachers who are willing to adopt and commit themselves to a career development approach to instruction. By building both guidance counselors and teachers into the career guidance activities, students receive a more thorough and coordinated service in this area, and school staff can better share the responsibility for equipping students to choose a career.

PROJECT COED
Keene School District
Keene, New Hampshire

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Small Town

Students' Background: 100% White

Annual Family Income:

Contact Person:

Mr. James W. Huntley
Director
John W. Day Education Center
34 West Street
Keene, New Hampshire 03431
(603) 357-3500

	District Schools	Project Schools
Number of Schools	11	11
Grade Levels	K-12	K-12
Number of Staff	325	325
Number of Students	6,000	6,000

Years of Project Operation: 2

Number of Project Staff: 3 Full-time

Project Funding:
Federal $268,000

Approach to Career Education. Phase I of the project is devoted to staff development through inservice training sessions. During Phase II, teachers develop career education curricula for their own use and for use by other faculty members. For every teacher who develops curricula, an additional ten teachers become involved in some aspect of career education. At the elementary level, K-6, the goals of the project include increasing self and career awareness. At the junior high school level, emphasis is placed on career exploration. At the senior high school level, career orientation and preparation are developed.

Project Staff. Three full-time staff members work on the career education project. The project director oversees and coordinates the entire program and serves as a resource consultant for high school classroom teachers. The placement coordinator helps to place high school students and graduates in part or full-time jobs. He arranges short-term, on-site job experience for high school students. In conjunction with the district's Instructional Materials Center, the placement coordinator distributes career information. The resource consultant provides career education services for elementary and junior high school teachers.

School Staff. Classroom reachers, with the help of counselors, implement career education activities in our schools. Approximately 50 percent of elementary and junior high teachers and about 20 percent of high school teachers participate in our voluntary career education program.

Training. During the 1973-74 school year, more than 30 inservice teacher-training sessions were conducted. These took place in the schools and were conducted by outside consultants and project staff.

Community Resources. During the past year more than 150 consultants from the Keene area have produced goods and lent services for our program.

Curriculum Materials. Approximately 90 percent of the materials used in the district are developed by teachers. They are used by teachers and students of grades K-12. Curriculum materials can be obtained from the project staff at the cost of reproduction plus postage.

Materials produced by the project are described below.

1. Curriculum Packets
   Print, 200 packets. Approximately 200 curriculum packets will be developed by September, 1974. A list of packets may be obtained from the project staff. These include enything from two-week units to half-year high school courses.

An Idea That Worked. At the junior high school level, a conference was held entitled "Yes You Can - Careers for Women". Over 200 eighth grade girls attended the conference and explored 13 career areas. Resource people representing various occupations were chosen from the community, including a veterinarian, a telephone repairperson, a computer programmer, a draftswoman, a car salesperson, a news reporter, and a radio announcer. Both student and teacher reactions were favorable.

MERRIMACK VALLEY CAREER EDUCATION PROGRAM
Merrimack Valley School District
Penacook, New Hampshire

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural and Small Town

Students' Background: 100% White

Annual Family Income:
35% $ 5,000- 9,999
31% $10,000-14,999
15% $15,000-19,999
14% Under $5,000
5% $20,000 or more

Contact Person:
Mr. William Baston
Superintendent of Schools
Merrimack Valley School District
Penacook, New Hampshire 03301
(603) 753-6561

	District Schools	Project Schools
Number of Schools	7	7
Grade Levels	K-Adult	K-Adult
Number of Staff	120	120
Number of Students		

Years of Project Operation: 2

Number of Project Staff: 60 Full-time

Project Funding:
Local $1,000

Approach to Career Education. Career education in the district is incorporated into the curriculum and is not treated as a separate project. All teachers are encouraged to incorporate career awareness, in grades one through six, into their existing programs through the use of guidelines and objectives that have been established. At the high school level the same incorporation into existing programs has been encouraged with emphasis on exploration, in grades seven through nine, and specialization in grades 10-12. Individual teachers have developed programs as they saw the need to best prepare the students for their adult years. At the seventh grade level there is a unit called the World of Construction and mathematics programs for the disadvantaged. Grade eight continues exploration through a unit called the World of Manufacturing and through continuing mathematics programs. Grade nine emphasizes exploration through mini-courses and hands-on courses in industrial arts and mathematics. Grade 10 elaborates further on these programs and includes adult education special programs for the above average students. In grades 11 and 12 there is distributive education in English, office occupations, food service, and work experience programs.

The school has also developed programs for the disadvantaged and the handicapped child with an emphasis on job skills. In an attempt to require all students to achieve basic marketable skills, graduation requirements have been established in English and mathematics.

Penacook, New Hampshire

The Merrimack Valley School District is developing a comprehensive career education program for grades 1-12 and adult education. The basic strategy of the 1-12 program is to fully integrate career education into the classroom developing a comprehensive and sequential effort. The 1-12 effort is supplemented by an adult school held at Merrimack Valley High School in the evenings which offers basic adult education, interests, and hobby courses for college credit.

Project Staff. The project staff at the high school level include one director of vocational education, two guidance counselors, one vocational rehabilitation counselor and one director of media. For the elementary schools there is one guidance counselor and one director of media.

School Staff. At the elementary level teachers carry out career education instruction in the classroom. The objective of the district's program isto get all of the teachers involved. This year approximately 40-50 percent of the elementary staff are actively involved.

At the high school level approximately 90 percent of the staff are involved in the program including the vocational coordinator-director-administrator, the guidance counselors, the director of media, and the classroom teachers.

Training. The New Hampshire Department of Education, Vocational Technical Division, organized district workshops and seminars for all personnel. The training emphasized the need for integration of career education into the existing curriculum. Recently, training has focused on small group work in developing specific objectives.

Courses from the University of Massachusetts have also been used for training a limited number of personnel.

Community Resources. Surveys on community resources have been completed through personal contacts, businesses, community organizations, individual employers, the New Hampshire department of unemployment and the vocational crafts committee. The most useful resources have been employers, community organizations, and craft committees. The director of the vocational educational program arranges theuse of the resources for many of the programs. However, individual teachers organize their own lists for speakers in the classroom and for field trips. These community resources are used daily in all aspects of the curriculum.

Curriculum Materials. Approximately 90 percent of the materials in the program are developed locally by the staff members. Many of the printed materials brought into the district are modified by the staff members to meet the needs of the students. The materials are intended for use by the students in grades 7-12 and all of these students are involved in the program. At the elementary level a Career Awareness Motivation project guide was developed for use by the teachers at grade levels one and two. This guide includes sample lesson plans with supportive audiovisual materials listed. Career awareness objectives have been set up for grades 1-6 for use by the teachers. A bibliography of audiovisual materials, available to all teachers, has been compiled. The curriculum materials that have been developed make use of all types of medium including print, audiovisual, etc. The teachers make use of the materials best suited to the needs of their students.

Penacook, New Hampshire

The project has developed the following programs:

1. Work Experience
2. Office Occupations
3. Special Services: Disadvantaged
4. Special Services: Handicapped
5. Food Services.
6. Distributive Education
7. Industrial Arts: Exploration and Hands-on
8. Vocation English
9. English: Exploration for ninth graders
10. Mathematics: Math for Everyday Living and Math for the Disadvantaged
11. Social studies: Coordinated programs with other departments.

A CAREER EDUCATION PROJECT FOR THE SOMERSWORTH SCHOOL
Somersworth School District
Somersworth, New Hampshire

District and Project Information: 1973-1974

District Population:	12,400
Type of Area:	Small Town
Students' Background	100% White
Annual Family Income:	50% $10,000-14,999 50% $ 5,000- 9,999

Contact Person:

Susan E. Klaiber
Career Education Implementor
c/o Somersworth High School
Cemetary Road
Somersworth, New Hampshire 03878
(603) 692-2434

	District Schools	Project Schools
Number of Schools	7	7
Grade Levels	1-12	1-12
Number of Staff	170	90
Number of Students	2,800	2,000

Years of Project Operation: 2

Number of Project Staff: 2 Full-time
1 Part-time

Project Funding:

Federal	VEA	$108,000
Local		12,000
Total		$120,000

Approach to Career Education. Somersworth career education is a comprehensive program for grades 1-12. Presently approximately 60 percent of all teachers are involved in integrating career education into the ongoing curriculum. The goal is to have 100 percent participation. All staff were acquainted with the basic tenets of career education and the specific goals and objectives of the project. Implementation committees, consisting of three to seven staff members, were formed in each building. These committees encourage staff participation in their buildings and acted as a review committee for mini-grant proposals. At the high school level, vocational education is an integral part of career education. Methods used include integrating field trips, hands-on experience, resource people from the community, and values clarification strategies, decision-making skills and world of work activities into the ongoing curriculum. Career education in Somersworth is for all students.

Project Staff. Project staff includes a part-time director who spends 10 percent of his time with career education paper work and 90 percent of his time as vocational director. The full-time career education implementor spends 80 percent of his time working with teachers in reviewing and helping teachers with mini-grant proposals, setting up workshops and providing general support and encouragement for career education activities in grades 1-12. He spends 20 percent of his time in general administrative duties for career education such as working with a third party evaluator, writing quarterly and final reports, etc. The full-time career education resource coordinator catalogs software and hardware, collects information for teachers, assists teachers in use of hardware, plans career education displays and helps plan field trips and contacts with program resource people. The project staff of two full-time and one part-time member work in all seven schools in the district, grades 1-12.

School Staff. Career education in the classroom is conducted by regular classroom teachers, volunteer resource people, peers and guidance counselors. During the spring of 1974, active participation in the classroom involved 38 percent of the high school staff, 75 percent of middle school and 61 percent of elementary school teachers.

Training. Several small workshops were conducted in a variety of specific areas such as values clarification, behavioral objective writing, and Learning Activity Package (LAP) development. These workshops were conducted in schools by outside consultants from the area. Approximately 25 percent of district staff were involved. The main purpose of such workshops was to acquaint teachers with career education concepts and to assist in adaptation and development of curriculum materials.

Community Resources. Letters were sent to approximately 150 businesses and industries in the area requesting participation and support for field trips and the cooperation of resource people for both teacher and student groups. Personal contact is being made with each business which expressed a positive attitude. A resource file is being developed which will include name, address, type of desired participation, best time for field trip, length of tour, etc. A file will be located in each school with space for comments and records of contacts made. Arrangements for use of resources are made by the resource coordinator and by individual teachers. The high school vocational program has both a cooperative education program and a work-study program as well as general work experience placement facilities.

Curriculum Materials. About 60 percent of the career education curriculum materials used are locally developed. All of these materials are in first draft, revision stages. Most of the materials are in print but also included are several slide tape presentations and other audiovisual programs. Approximately 100 learning activity packages have been developed for grades 1-12. These packages include both teacher and student activities and are based on measureable student results. A 40-page guidebook for outdoor education activities has been developed for use in grades 1-8.

Materials produced by the project are described below:

1. Leader's Handbook for Outdoor Education Activities
   Print, 40 pages, intended for teachers, grades 1-8.

2. Who Am I? A Book of Riddles
   Print, 10 pages, intended for students in the elementary grades. Written by Somersworth second graders.

3. 100 Career Education Learning Activity Packages (LAPs)
   Print, 5-50 pages each, intended for students and teachers, grades 1-12. Each package includes goals, objectives, activities, and results evaluation.

4. Mt. Chocorua Hike
   Slide tape, 10 minutes, intended for students, teachers, parents, grades 1-adult. This audiovisual presentation was produced by Somersworth fourth graders.

5. Haymarket Square (Part of "Food from Field to Table" Unit)

   Slide tape, 10 minutes, intended for students and teachers, elementary grades.

An Idea That Worked. The Outdoor Education Program, which operates as an integral part of the total career education project, emphasizes values clarification and decision making, both individual and group, as well as a variety of physical challenges. Emphasis during the first year of operation has been on training staff with outside consultants both in groups of adults only and in outdoor experiences with small and large groups of students. Students from all grade levels have participated. Activities have included local walks and hikes, overnight camping trips, rock climbing, canoeing, and bicycling. All of these experiences involve students making decisions regarding where to go, what to take, etc. Values clarification strategies are introduced throughout by the group leaders. Most students participate at least once or twice in the Initiative Course, located on the school grounds. This course is modeled after the "Outward Bound" course and consists of a number of obstacles which test both individual and group initiative. They help to build group interaction and group problem solving skills which enhance the probability of group cohesiveness on a longer hike or other type of trip. In addition to values and decision making, most experiences involve the integration of subject matter activities in areas such as geography, mathematics, science, language arts, etc. This is especially true at the elementary grade level. Career awareness and sometimes career exploration activities are also included. Experience has shown that one must first get staff members interested in outdoor activities and provide opportunities for staff experiences before one can expect or even allow them to plan activities for their classes. Teachers should not undertake a trip unless at least one responsible adult going on the trip has taken it before. Subjective reports indicate that students experience considerable growth both as individuals and in groups. Future plans include collection of objective data regarding attitude change and acquisition of decision-making skills by students.

GOVERNOR'S CAREER EDUCATION PROGRAM
Camden City School System
Camden, New Jersey

District and Project Information: 1973-1974

District Population: 25,000 - 99,999

Type of Area: Urban

Students' Background: 50% Black
30% White
18% Puerto Rican

Annual Family Income: 80% $5,000 - 9,999
15% Under $5,000
5% $10,000 or more

Contact Person:

Mr. Raymond Oczkowski
Director of Vocational Education
Administrative Annex
Seventh and Cooper Streets
Camden, New Jersey 08102
(609) 963-7011

	District Schools	Project Schools
Number of Schools	28	28
Grade Levels	K-12	K-12
Number of Staff		
Number of Students		

Years of Project Operation: 3

Project Funding:
State: $165,000

Number of Project Staff: 5 Full-time
1 Part-time

Approach to Career Education. One aspect of the career education program is the coupled summer work study. The coupled summer work study offers students a variety of pre-vocational experiences to help them towards greater self-awareness and guides them in identifying their interests, abilities and opportunities. Responsibilities were assigned as follows: the director helped develop and locate materials and sites; the job placement coordinator supervised students and helped locate job stations; the school industry specialist obtained guest speakers from business and industry; teachers prepared lists of supplies needed for their activities, they conducted related experience classes each day and they maintained administrative records for each pupil. Students were trained in these occupational areas: clerical, food service, gas station attendant, machine shop, and furniture repair. Objectives for career education are: to orient students to the world of work, to provide realistic and related work experience, and to help students develop positive attitudes towards self, work, employer, and community,

Project Staff. The career education program in the Camden City school system is staffed by five persons employed on a full-time basis. The project helping teacher is responsible for implementation of all phases of career education for grades K-12. Most of his time is spent writing proposals and assisting elementary teachers. There is a multimedia specialist assigned to the Technology for Children (T4C) Project. His responsibility is to take pictures and develop videotapes on all career education programs operating in Camden City. The school industry specialist provides realistic hands-on experiences, field trips, discussions with experts in various fields and the opportunity to gain information through a variety of media.

Camden, New Jersey

School Staff. The school staff actively involved in the Camden career education project are principal, teachers and guidance counselors. All schools in the system participate: 21 elementary schools, five middle schools and two high schools.

Training. Training workshops are held in Camden schools and in the state colleges. Their primary purpose is to train teachers in the techniques of career education. Training sessions are conducted by local personnel and by state administrators. Any teacher can apply. However, applicants are accepted on a first-come, first-served basis.

Community Resources. Our school industry specialist explores the available community resources and gets information to the classroom teachers, guidance counselors, and principals, The most useful resources are the Campbell Soup Company and Radio Corporation of America. The teachers and guidance counselors, working with the school-industry specialist, arrange to use these resources.

Curriculum Materials. Most student materials are developed locally by the teachers, students, guidance counselors, and the career education staff. The materials, both printed and audiovisual, may be used either by teachers or by students in the grade levels K-12.

Materials produced by the project are described below.

1. Camden's Career Education Program.
   Slide, 15 minutes; intended for use in grades K-12.
2. T4C Local Program.
   Slides, 15 minutes; intended for use in elementary schools.
3. Work Experience - Career Exploration.
   Slides, 20 minutes; intended for use in middle schools.
4. The Vocational School in Camden.
   Slides, 20 minutes; intended for use in high schools.
5. T4C Workshop.
   Film, 30 minutes; intended for use in elementary schools.
6. Introduction to Vocations.
   Film, 30 minutes; intended for use in middle schools.

An Idea That Worked. The Technology for Children Program (T4C) stresses individualization and encourages interest, curiousity and the desire to learn. Active learning is the key to T4C; pupils are stimulated by an environment that is alive with a variety of experiences. Parents attend workshops, observe, and contribute their ideas either at conferences and meetings or through questionnaires. In addition, parents provide community-based expertise for the annual career night, which has been attended by more than 300 persons.

JOB PLACEMENT PROGRAM
Edison High School
Edison, New Jersey

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Urban

Students' Background: 99% White

Annual Family Income: 75% $10,000-14,999
25% $15,000-19,999

Contact Person:

Mr. James J. O'Leary
Coordinator
Job Placement Program
Edison High School
Colton Road
Edison, New Jersey 08817
(201) 287-2539

	District Schools	Project Schools
Number of Schools	3	1
Grade Levels	K-12	6-12
Number of Staff		250
Number of Students		4,000

Years of Project Operation: 5

Project Funding:

Number of Project Staff: 1 Full-time

Approach to Career Education. Our schools prepare youngsters for making occupational choices. A natural culmination of the educational process should be job placement through a service that directs students to jobs which interest them and for which they are qualified. High school students in our program are provided with opportunities for part-time employment during the school year. These opportunities are particularly important for students who do not yet have career goals, for they enable such students to gain a new perspective on the relationship between education and the world of work.

Project Staff. There is only one full-time program staff member but all school personnel become involved in the program through their contacts and dialogues with employers. These contacts provide incentive for teachers to see that their students are qualified for either part or full-time jobs. Curriculum innovations result from the teachers' efforts to foster student development and employability.

School Staff. In the classroom, the teacher provides learning experiences that foster development of the personal, social, academic, physical and civic aspects of the individual. Later, through guidance counseling and job placement services, the student is helped to evaluate these experiences and make plans in terms of his own interests, abilities, and needs.

Community Resources. The job placement counselors must establish communication with the business community. In addition, they must contact local agencies such as the rehabilitation commission, employment services, community action programs, the Probation Bureau, the Child Welfare Bureau, the Public Health Office, the Chamber of Commerce, and various labor organizations.

Curriculum Materials. We have a Career Resource Center which contains up-to-date materials. These include films, printed pamphlets, simulated games, sample job applications, tapes of job interviews, etc.

Materials produced by the project are described below.

1. A Sequential 6-12 Edison Model of the Decision Making Process. Print, 52 pages. Intended for staff use for grades 6-12. A schedule of events in each of four areas: guidance, career education in the classroom, establishment of a Career Resource Center and assessment of student abilities. Within each area, goals, staff input, resources and evaluation criteria are listed for every activity.

CAREER DEVELOPMENT CENTER
South Brunswick Township Schools District
Monmouth Junction, New Jersey

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Rural, Suburban, and Urban

Students' Background:
88% White
8% Black

Annual Family Income:
45% $10,000-14,999
45% $15,000-19,999
5% $20,000 or more
5% $ 5,000- 9,999

Contact Person:

Mr. LeRoy Alston, Sr.
Director, Career Development Center
South Brunswick High School
Major Road
Monmouth Junction, New Jersey
(201) 329-4050, 329-6808

	District Schools	Project Schools
Number of Schools	8	8
Grade Levels	K-12	K-12
Number of Staff	264	264
Number of Students	4,171	4,171

Years of Project Operation: 4

Number of Project Staff: 5 Full-time

Project Funding:

State	$58,000
Local	34,257
Total	$92,257

Approach to Career Education. Career development is that aspect of life-long development which relates to the occupational needs of the individual. It occurs with social, emotional, intellectual, and general personal development. The center provides career education for all youth and adults of the district, to insure that no student leaves school who is not prepared to enter the world of work, that no student graduates who does not have salable skills, and that no adult is denied an educational opportunity to become properly employable. Career development can be fostered by the wise application of the philosophy of non-grading, by diagnosis of the educational needs of individual students and by the availability of a collection of alternatives for creating education directions. It is the function of the Career Development Center to make these alternatives available.

Project Staff. The staff of the Career Development Center are the director, a job placement counselor, a multimedia coordinator, a school-industry coordinator, and a career education coordinator. All these staff members are involved full-time in project activities. Project staff teachers in the elementary schools serve as resources for their own school staffs and for the Career Development Center. They assist with program development. The project staff coordinate the career development program, relating the various services and individual programs to one another. They provide information to the community, all schools, industry, and business.

School Staff. All school staff are involved in the career education program. As a result of exposure to occupational information, teachers of grades K-6 have been able to develop interest centers to relate the world of work to elementary students. With the services of the Career Development Center, teachers of grades six through eight have identified the occupational clusters and developed mini-type courses for students to further examine their career interests. Through the guidance staff and the Career Development Center, teachers have been able to identify the educational prerequisites for their subject area so students will acquire the educational skills for entry level employment and/or continuing education. Teachers of grades 9-12, with the job placement coordinator, have identified the non goal oriented students and have provided job opportunities to assist these students in the formulation of future plans. Units of study utilizing multimedia have been developed for students to "see and hear" themselves in order to broaden and strengthen their awareness of career development experiences.

Training. Training and re-training of teachers has begun with the offering of at least one three-credit course in career education per semester. All in-service courses from the universities and state colleges take place in the local schools, utilizing our present staff as adjunct professors. The project staff and 50 percent of the local school staff have participated in at least one of five three-credit inservice college courses in career education, career counseling, technology for children, and career curriculum development.

Community Resources. In conjunction with this school-based model, our school/industry corporation coordinator has developed an active liaison with local industry which involves the use of business/industry personnel with expertise in various fields who supplement and assist our faculty in instructional activities. This approach gives the students and faculty a realistic exposure to careers from both academic and industrial views. The project staff is presently involved in developing a computer-based career information system.

Curriculum Materials. Approximately 80 percent of the materials used were developed in the district with the remaining 20 percent selected from a wide variety of sources to fill the individual needs of faculty and students. With the never-ending development of new technology and approaches to individualized instruction, the staff has developed in the last year over 20 new curriculum units directed at career education for grades K-12.

Materials produced by the project are described below.

1. Career Education for Middle Schools.
   Print; intended for use in grades 6-8.

2. Eleven Courses of Study.
   Intended for use in grades K-12; designed to develop a continuing curriculum for students with special needs, handicaps, and disadvantages.

An Idea That Worked. Using the systems approach to educational management by objectives, the Career Development Center has focused on the programs and activities at the middle school level. Putting emphasis on the learner outcome, and analyzing the needs in relationship to programs in the elementary and high schools to insure a continuum and sequential exposure for students, the Center was able to establish long and short term objectives that grow from an analysis of the individual school's needs. This approach allows fro complete flexibility in determining the means of achieving these objectives while helping to quantify the definition of success in any given endeavor. Because it looks to the future and allows for flexibility, it is also a significant encouragement to professional and academic youth.

CAREER AWARENESS PROGRAM
Monmouth Junction, New Jersey

Contact Person:

Ms. Ruth Samsel
Career Awareness Coordinator
Crossroads School
Georges Road
Monmouth Junction, New Jersey 08852

Approach to Career Education. The Career Awareness Program is an exploratory program in grades six, seven, and eight. Every student is allowed to spend one day a week in the community in a work situation, outdoor education, tutorial, governmental job, independent study or health careers related activity. The program also incorporates career awareness into the district's special education curriculum. Procedures are designed to maximize the learning capacities of students with learning disabilities. Various approaches such as oral presentations and group or individual projects are utilized. The aim of the Career Awareness Program is to increase teacher, student, parent and community awareness of the value of career education as presented through an interdisciplinary approach.

Project Staff. During the 1973-74 school year 30 of the 64 teachers of junior high school students participated in the program. The staff also includes two guidance counselors, a maintenance supervisor and a school nurse. The counselors work closely with teachers in planning in-class presentations, field trips, and other career related activities. They also supply teachers with audiovisual materials, community resources and contacts, and other specifically age-graded career curriculum materials.

Training and Curriculum Development. The philosophy adopted by the participating teachers indicated the need to integrate the concepts of career education into the initial planning of curriculum units. Once that was achieved the coordinated efforts of teachers and counselors could be directed to development of curriculum materials and planning for student work experiences and use of community resources. Team teaching was helpful to both teachers and counselors in the learning "how to" phase. There were instances of the counselor taking over a class or two to release the teacher for a small field trip.

Underlying the C.A.P. programs has been a concern for the development and practical use of basic skills such as communication, listening, speaking, use of math and scientific principles, geography and map skills, personal courtesy and manners, personal health and hygeine, artistic explorations, and physical activities. The needs for helping students learn how to make decisions, evaluate results and regard the rights of others as individuals have also been recognized.

NEW BRUNSWICK CAREER EDUCATION PROJECT
New Brunswick School District
New Brunswick, New Jersey

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Suburban and Urban

Students' Background:
65% Black
25% White
10% Spanish Surname

Annual Family Income:
45% Under $5,000
25% $ 5,000- 9,999
20% $10,000-14,999
8% $15,000-19,999

Contact Person:

Mr. George F. Meyer
Director of Career Education
New Brunswick Board of Education
24 Bayard Street
New Brunswick, New Jersey 08901
(201) 247-2600

	District Schools	Project Schools
Number of Schools	11	11
Grade Levels	K-Adult	K-Adult
Number of Staff	450	325
Number of Students	7,000	5,900

Years of Project Operation: 4

Number of Project Staff:
5 Full-time
2 Part-time

Project Funding:

State	$ 66,000
Local	66,000
Total	$ 132,000

Approach to Career Education. Teachers are assisted in providing hands-on experiences for students and in integrating career education into the curriculum. The object is to have all students exposed to as many careers as possible, so that they may become aware of their potential in possible career areas. In this program, career education is geared to all students at all grade levels. The project includes ongoing programs such as Introduction to Vocations, Technology for Children, Coupled Summer Work Study, and also tries to incorporate career education into all other curriculum areas. Vocational education is but one part of career education. College is viewed as a step in a person's career development. Various strategies are used to reach every student.

Project Staff. There are five full-time staff members and five part time Introduction to Vocations teachers. The full time staff consists of a director of career education, an administrative assistant in career education, a job placement officer, a multi-media coordinator and a career information assistant. The project staff work with every school in the district at all grade levels.

School Staff. In elementary school, about 25 percent of the teachers have been trained to work with the Technology for Children program. In the Introduction to Vocations program regular teachers are used for one period a day. At the high school, all guidance counselors are involved and about 40 percent of the regular teachers have used career materials in their own curriculum. All of the vocational arts staff are involved in the career education program.

Training. The inservice program consists of workshops run by our staff for groups such as elementary teachers, teacher aid-trainees, Technology for Children teachers, and Introduction to Vocations teachers. A workshop entitled, Career Education for Guidance Counselors was run by consultants from universities. Graduate classes, run by the director in the school district, offered graduate credit from local colleges for staff taking courses in Technology for Children and Career Education for Teachers. Graduate classes offered by the State Department of Education and accredited by local colleges, have also been offered in Technology for Children, Introduction to Vocations, Implementing Career Education and Career Education for Administrators.

Community Resources. A community resource file has been set up by the school-industry coordinator and is being revised by the staff this summer. The listing is being computerized. It contains a catalog of speakers, field trips, job requirements, and sources of audiovisual materials. Use of community resources is arranged through the Career Information Center.

Curriculum Materials. Many teaching strategies have been worked out for use at the elementary level. The project has also produced and used various "learning centers." At the secondary level, materials are incorporated into the teachers' learning units. There is an Information Center which has commercial audiovisual materials, such as filmstrips , movies, microfiche, videotape and cassettes. These can be used by teachers and students.

CENTRAL JERSEY INDUSTRY-EDUCATION COUNCIL
Five School Districts: Woodbridge Township,
Carteret, Edison Township, Metuchen, and Perth Amboy
Woodbridge, New Jersey

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Urban and Suburban

Students' Background: 65% White
25% Black

Annual Family Income: 75% $10,000-14,999

Contact Person:

Mr. Bernard Novick, Director
Central Jersey Industry-Education Council
71 Main Street
Woodbridge, New Jersey 07095
(201) 636-0348

	District Schools	Project Schools
Number of Schools	70	70
Grade Levels	K-Adult	K-Adult
Number of Staff	2,750	2,750
Number of Students	55,000	55,000

Years of Project Operation: 8

Number of Project Staff: 3 Full-time

Project Funding:

Local	$70,000
Grant	5,000
Total	$75,000

Definition of Career Education

Career development is an individual's lifelong experiences in coping with the world of work that begins with the first realization that the world of work offers opportunities for satisfying a person's needs and includes the process of understanding one's self, gathering data about options, establishing a value system, making choices, implementing decisions, and evaluating results. Career education is a series of educational experiences, under the sponsorship and control of the school system, consciously designed to positively enhance an individual's career development.

Goals

Every individual, by the time he leaves public school, should be prepared to:

1. enter either gainful employment or the next higher level of education.

2. apply throughout life systematic procedures of career development by and for himself, arriving at a level and position that satisfies his needs and is consistent with his talents.

Materials

1. Professional Training Programs (5)
   Print, 5-20 pages each, intended for teachers, grades K-6.
   Each deals with a topic such as "Development and Use of Instructional Objectives in a Career Education Program."
2. Career Education Learning Units (7)
   Print, 3-12 pages, intended for teachers, grades K-12.
   Each unit deals with a topic such as "Elementary Career Awareness" or "Interdependency of Community Workers."
3. Mediography for Elementary School Career and Self-Awareness
   Print, 45 pages, intended for teachers, grades K-6.
4. Student Pamphlets
   Print, 5-10 pages each, intended for students, grades 7-12.
   Each deals with a topic such as "Careers in Drafting" or "So You Want a Job."
5. The Teacher's Guide: Using Community Speakers, The Teacher's Guide: Taking Field Trips, The Community Speaker's Guide: Classroom Talks, and The Host's Guide: School Field Trips
   Print, 7-12 pages each, intended for teachers, speakers, and hosts.
6. Qualify!
   16 mm black and white film, 20 minutes, student-produced.
   Designed to show the importance of education and its relationship to school subjects, job training, and work.

And many other materials.

The Project

Finances. The project began in 1966-67 with ESEA Title III funding of $20,000. This funding continued for about four years, During its period of operation, the project has also received VEA Part D funds for several years. This year, the project received $70,000 in local funds, the majority from the Woodbridge Township schools, and the remainder from the other four cooperating school districts. The project also received a grant of $5,000 this year, for a total of $75,000 in funding. Next year the project will receive $80,000 in local funding.

Eighty percent of the project's funding for this year was spent for project staff salaries. The remainder was spent for school staff training materials, travel. and other project expenses.

Project Staff. The project employs a project director, an elementary career awareness consultant, and an industrial relations consultant, all full-time. The director and career awareness consultant were previously guidance counselors. The industrial relations consultant was formerly a secondary school teacher of social studies. The project staff spend about 40 percent of their time in planning, and divide the remainder equally between the schools and community. In the schools, the staff work primarily with teachers, but also work directly with guidance counselors and administrators. In the community, the staff work primarily with employers, but also work directly with community organizations and some parents. The project staff work with all of the schools in these five districts.

Training. During this year, training was conducted by the project staff and by consultants from business and industry. Thus far, 20 percent of the staff in these five districts have received 10 hours or more of training. The remaining 80 percent have all received an orientation to career education. Training has included many areas, but has particularly focused upon encouraging teachers to take advantage of community resources. It has attempted to convey a way of thinking about the subject being taught, rather than the use of specific curriculum products. Training sessions are held after school and during the summers. Most of the materials used in training are for teachers, and all are locally developed.

Curriculum Materials. Some of the career education instructional materials used in these districts are developed by teachers. Many others are commercially published. The project staff have identified many useful materials. They purchase a small amount of material to give to classrooms, and loan and circulate a great deal more. The materials used by the project are print and audiovisual and have been developed since 1970.

Community Resources. The project staff identify, catalog, and arrange for use of community speakers, trips, materials, and school staff work sites. Others in the district also arrange for student work sites. The Council has developed V.I.E.W. (Vital Information for Education and Work). This is a computerized system designed to acquire, store, and disseminate local occupational information.

Public Information. The project staff have provided information for many groups in the district and outside. They do so by speaking at meetings, sending newsletters and brochures, inviting visitors, and sending locally-developed materials to those who request them.

The School Instructional Program

Staff. Career education instruction in the district is carried out by classroom teachers and guidance counselors. About 80 percent of each group is actively participating in career education.

Content. Based upon the definitions of career development and career education stated above, broad goals have been developed locally. The career education curriculum in this district precedes vocational education, parallels it, and contains it. The content of career education differs from the regular curriculum primarily in point of view, as all aspects of the curriculum are related to the world of work.

Methods. The methods used to teach career education do not differ from those used to teach about other matters, but a much greater emphasis is placed upon the use of the community as an instructional tool. More time is also spent on student projects and hands-on experiences. At both the elementary and secondary level, career education is integrated into all subject areas.

Evaluation

Internal Evaluation. No internal evaluation of the project has been conducted.

External Evaluation. During some years of project operation, an external evaluation has been conducted by a Federal agency.

PILOT PROJECT IN CAREER EDUCATION*

Albuquerque Public Schools, North Area
Albuquerque, New Mexico

District and Project Information: 1973-1974

District Population:

Type of Area:

Students' Background:

Annual Family Income:

Contact Person:

Mr. Dave White
Project Director
Pilot Project in Career Education
Albuquerque Public Schools,
North Area
P.O. Box 1927
Albuquerque, New Mexico 87103
(505) 842-8211

	District Schools	Project Schools
Number of Schools		27
Grade Levels		K-6
Number of Staff		59
Number of Students		2,500

Years of Project Operation: 2

Number of Project Staff: 3 Part-time

Project Funding:
State Enrichment Funds $18,000

Definition of Career Education

A blending of vocational education, general education, and college-preparatory education into an expanded curriculum with a new focus. Career education is for all students, whether they enter the job market immediately after high school, after technical school, or after college.

Goals

1. To provide every student with a balance of academic and occupational education.

2. To prepare every student to make career decisions on the basis of a broader experience with the world of work.

3. To prepare students to set sequential career goals and help them acquire the skills necessary to achieve them.

4. To assure every student the opportunity to obtain a high school diploma, a marketable skill that can mean immediate employment, and/or preparation adequate for entering a university, junior college, or advanced technical school.

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*The project described represents only one part of career education activities within the district.

At the elementary level, the major goals are:

1. The development of self-awareness. Eventual career selection and preparation involves a highly personal and individual response to one's talents and desires. Therefore, knowledge of one's own abilities, feelings, and ambitions is basic to all career education.

   The student entering school has some knowledge and attitudes about himself. Home, community, and school experiences should involve the student in a sequential process of self-awareness and self-evaluation which results in a positive self-identity.

2. The development of career awareness. The complexity, fast movement, and employment shifting within our technological economy indicate a need for an early introduction to the world of work. Students need to develop their appreciation for the many options for self-development and satisfaction through work. The ideas of contribution to their fellow man, as well as pride and dignity in good workmanship, should become basic concepts to be consistently developed within the program.

3. The development of decision-making skills. A child must be provided with opportunities to learn to make choices. The capability to make decisions is necessary to match perceptions of self to career opportunities at a later age.

Materials

1. Career Education Activity Cards
   Print, over 400 cards, 1 per activity, intended for teachers, grades K-6.

The Project

Finances. Most of the project funds for the year were used as compensation for staff development participants.

Project Staff. The project staff included a coordinator of career education for the attendance area in which the project operates, and a career education resource teacher. There is also a director of career education for the entire district who supervises this project and other career education activities, K-12. The career education coordinator for this area was formerly a high school principal. The resource teacher was formerly an elementary teacher. The project staff spend almost all of their time working directly with elementary teachers, although elementary principals are invited to participate in workshops and other activities. In the first year of project operation, the staff worked with only three schools. This year, the project was expanded to serve all 26 schools in the area, All of the elementary schools in this area will continue to participate in the project next year.

Training. During the first year of the project, project staff and consultants from higher education institutions conducted training for a small percentage of the staff. This year, as the program expanded, the previously trained staff conducted training sessions for the remainder of the teachers in the area. Training activities included an orientation to career education and information about the world of work. Activities focused on curriculum development and teaching techniques. Substitutes are provided to permit teachers to participate in training during school time. The training materials used are all developed within the project.

Curriculum Materials. The project staff have trained teachers to develop activity cards in various subject areas and at various grade levels. These materials are all designed for teacher use with elementary students, and have been developed within the last two year.

Community Resources. In the process of developing the activity cards described above, teachers identify and catalogue community speakers, trips, and materials. Each teacher is responsible for making his or her own arrangements to use these resources.

Public Information. The project staff share information about the project within the district by speaking at meetings, sending newsletters, inviting visitors, and submitting news items to newspapers. The main focus is on providing information for parents and employers. The project staff disseminate information outside the district by attending meetings and inviting visitors. They have also distributed locally developed curriculum materials to many other projects throughout the state.

The School Instructional Program

Staff. In this area, career education instruction is carried out by elementary classroom teachers. About one third of the teachers in the area are actively participating.

Content. The content of the career education curriculum is based upon the definition of career education used by the project and the basic goals for elementary students listed above. The curriculum contains vocational education at the elementary level. The content of the career education curriculum differs from the traditional curriculum in that it relates student activities to the world of work.

Methods. The methods used to teach about careers do not differ from regular teaching methods, although teachers do make greater use of student projects and hands-on experiences. Career education is infused in all elementary subject areas.

Evaluation

Internal Evaluation. During this year, staff training and the acceptability of career education to teachers have been evaluated internally. The project staff administered questionnaires to teachers before and after training to gain information for this assessment.

External Evaluation. No external evaluation has been conducted.

PENASCO CAREERS EDUCATION PROCESS
Penasco Independent School District Number Four
Penasco, New Mexico

District and Project Information: 1973-1974

District Population:	4,000
Type of Area:	Rural
Students' Background:	98% Spanish Surname
Annual Family Income:	50% $5,000-9,999 45% Under $5,000 5% $10,000 or more

Contact Person:

Mr. Paul Shelford, Jr.
Project Coordinator
PENCEP
Penasco Independent Schools
P.O. Box 318
Penasco, N.M. 87553

(505) 587-2283

	District Schools	Project Schools
Number of Schools	3	3
Grade Levels	K-12	K-12
Number of Staff	57	57
Number of Students	1,050	1,050

Years of Project Operation: 1

Number of Project Staff: 7 Full-time
1 Part-time

Project Funding:

Federal	VEA	$229,855
Local		147,500
Total		$377,355

Approach to Career Education. The project target population is the entire school system, using a gradual and sustained articulation from K-12 combined with catch-up work study, careers exposure, and job survival training for the high school. The ultimate goal is to achieve a realistic, self-determined, decision-making ability in every student. This requires honest self-awareness combined with occupational life style awareness, along with the tools of economic and job survival. The strategy is to present career education to all teachers as a concerned attitude of relevent teaching of their individual subjects to prepare students for the world of life, which includes educational awareness in the schools. Educational awareness includes the teacher's perception and respect for himself as an individual, which then extends to his respect for each student as an individual. The initial step is workshop sensitization of the teacher to the need for career education, and then to broaden the teacher's perception to include the four career life roles of occupation, family, leisure and community. Vocational education is seen as one specialized aspect of the career education process. Counselors and career education staff serve as facilitators for teachers and give guidance to students, but they do not replace the teacher as the primary career educator.

Project Staff. There are seven full-time staff: project coordinator, teachers coordinator, guidance counselor placement officer, project secretary, media center paraprofessional, exploration center paraprofessional, and work study paraprofessional. Work study students assist on a need basis.

School Staff. All school staff are actively engaged in career education, from the superintendent down through the paraprofessionals. All administrators and all members of the school board are committed to career education. At the end of the first year, 50 percent of the faculty are committed to it and the other 50 percent are involved in some extent.

Training. All school staff received 20 hours of workshop orientation and training and another 20 hours of inservice work. Training was conducted by the project staff and consultants. Workshops involved administrators and faculty by requiring the writing of papers detailing their plans for incorporation of career education in their particular classrooms. The project staff developed a 200-page Teacher Reference Guide for each teacher. Each attender also received a personal copy of the "Career Education Resource Guide" published by General Learning Corporation.

Community Resources. Primary community resources were the local businessmen who took on work study students, and the 19-member Career Education Advisory Committee.

Curriculum Materials. About 80 percent of the materials were purchased from commercial sources, and the balance was developed by project staff and by teachers for the use of students with teacher guidance. These materials are for all grade levels. About 60 percent are audiovisual materials, and the balance are in printed form.

Some materials produced by the project are described below:

1. Career Education Elements and Outcomes.
   Print, 48 pages, intended for staff, grades K-12.

2. A Partial Collection of Observed Activities Fulfilling Career Education in the Penasco Schools.
   Print, 60 pages, intended for staff, grades K-12.

3. PENCEP Target Model.
   Print, 1 page, intended for staff and public, grades K-Adult.

4. Secondary Schools Curriculum/Career Articulation Fusion.
   Typescript, 60 pages, intended for secondary teachers, grades 7-12.

5. Ecology Careers Nature Trail.
   Typescript, 48 pages, intended for all elementary and secondary biology students. Illustrate with pictures and drawings; for hill adjacent to campus.

An Idea That Worked. Career education requires the perception of each student as a unique individual. The average quiet student is almost nameless as the average teacher allows his attention to be taken up by the class leaders and the troublemakers. Conversely, the average teacher is more interested in his assigned subject matter than career education. When he does become sensitized to the need for career education, he often wonders where to find the resources to develop career education relevance for his subject matter. The key is to convince the teacher of his resource value as an individual; to assure him that instead of being a cog in the gears of school administration his primary career education asset is his own individuality. He can call upon his own part-time student jobs, summer jobs, personally known work of parents, spouses and friends, and the required interaction of teaching itself for the relevance of career awareness. When the individuality of the teacher is reinforced, his personal experience gains instructional value. These experiences carry tacit credibility to the students when they are the teacher's own. The result is that teachers give more of themselves as their self-worth is reinforced. From there it is a natural step to perceive and respect the individuality of each student. This also provides a more positive attitude toward career education from teachers who have become wary of further innovations in education.

PUEDO PROGRAM
Portales Public Schools
Portales, New Mexico

District and Project Information: 1973-1974

District Population: 12,000

Type of Area: Rural

Students' Background: 75% White
25% Mexican American

Annual Family Income: 60% $10,000-14,999
15% $15,000-19,999
15% $ 5,000- 9,999
5% $20,000 or more
5% Under $5,000

Contact Person:

Mr. Lloyd L. Call
Career Education Project Coordinator
Portales Public Schools
P.O. Box 779
Portales, New Mexico 88130
(505) 356-6641

	District Schools	Project Schools
Number of Schools	6	5
Grade Levels	K-12	K-8
Number of Staff	80	50
Number of Students	1,600	1,000

Years of Project Operation: 2

Project Funding:
State $40,000

Number of Project Staff: 1 Full-time

Approach to Career Education. Before the beginning of school in 1972, 21 elementary school teachers volunteered to attend a two-week workshop prior to the implementation of career education in grades K-6. By example and by participation, these teachers learned procedures of infusing career education into the curriculum. The primary goal was to instill an awareness of the world of work in the students through class projects, skits and dramatizations, tours to local businesses, and resource speakers, including parents when possible. In 1973-74, by direction of the NMDE (New Mexico Department of Education) VoTech Division, the project was redirected to the upper elementary grades and junior high school (grades 4-8) in an experimental-control situation.

Project Staff. Initially, the project staff included two full-time people, a coordinator and a secretary. In 1973-74, the staff was reduced to only the coordinator. Approximately 75 percent of his time was devoted to assisting in the elementary classroom and 25 percent to working with teachers and students in junior high school. In 1974-75, the coordinator's time will be divided between career education and other duties, such as maintenance of an increasing supply of audio-visual equipment.

School Staff. NMDE directive indicated that all elementary schools in the state would be involved in career education in 1973-74. The majority of the original 21 teachers continued to be involved in career education to varying degrees.

Training. No training has been made available since the original workshop in 1972, except for brief inservice workshops conducted by the coordinator for the entire elementary and junior high faculty in August 1974.

Community Resources. A directory of some 90 businesses was developed by the original 21 teachers who canvassed the entire business district. Scheduling of tours was handled through the coordinator. During 1972-73 extensive tours were made, but in 1973-74 tours were very limited because of lack of funds.

Curriculum Materials. A curriculum guide was developed by the 21 teachers during the first year. Intended to be used by K-6 teachers, the guide consists of listings of all subjects, arithmentic, English, science, social studies, etc., as they apply to each of the 15 occupational clusters.

TAXONOMY AND PROFILES
OF
CAREER EDUCATION

VOLUME IV

Prepared for the

OFFICE OF CAREER EDUCATION

UNITED STATES OFFICE OF EDUCATION

POLICY STUDIES IN EDUCATION
A Department of the Educational Research Council of America
52 Vanderbilt Avenue
New York, New York 10017
212-684-6940

Henry M. Brickell
Carol B. Aslanian
Rena Grossman
Laurel J. Spak
Mary Callaway
Katharine S. Smith

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551/552

INTRODUCTION

In the Summer of 1974, Kenneth B. Hoyt, Associate Commissioner, USOE Office of Career Education, sponsored and presided at 20 Career Education Mini-Conferences in Washington, D.C. Over 250 project directors and classroom teachers representing over 250 career education projects for elementary and secondary students took part. The participants were updated on USOE policy in career education, described what they were doing at home, exchanged information with each other, and contributed locally-made materials to the USOE Career Education Library.

Policy Studies in Education, a department of the not-for-profit Educational Research Council of America, was commissioned to attend the conferences, interview the participants, develop profiles of their projects, analyze the status of career education nationwide, and prepare a taxonomy to map the past and help guide the future of USOE funding policy in career education.

Policy Studies in Education developed a series of four volumes, of which the present volume is one:

I. TAXONOMY OF CAREER EDUCATION

--A general description of the national movement as revealed by a representative sample of the profiles. This volume highlights features found in many projects and identifies significant patterns of activity.

II. PROFILES OF CAREER EDUCATION

--Alabama - Iowa

III. PROFILES OF CAREER EDUCATION

--Kansas - New Mexico

IV. PROFILES OF CAREER EDUCATION

--New York - Wyoming

The TAXONOMY is designed to characterize, summarize, and generalize about the career education movement after a half decade of energetic activity. USOE has purposely left a great deal to local imagination and local initiative. The TAXONOMY contains the harvest of the major ideas and activities that constitute the practice of career education in elementary and secondary schools today.

The PROFILES are designed to tell enough about each project to let the reader know whether he should write to the local project director for more information. There is of course much

more to the projects than can be told in the few pages devoted to each of them.

All profiles have a common statistical section although in some cases local personnel did not supply the requested information. The profiles differ in narrative treatment depending upon whether the profiles were written by the staff of Policy Studies in Education (about one-third of the descriptions) or by local project personnel (about two-thirds of the descriptions). Some school districts have more than one project and thus are represented by more than one project description.

The profiles have never been reviewed by local project personnel. They were rushed into print just as soon as they were completed in the hope that they would be immediately useful, saving the weeks or months of delay that local editing and approval would have required. Apologies are due to local projects which have been in any way misrepresented in these descriptions.

Taken together, these four volumes contain the most definitive description of career education available.

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CAREER EDUCATION PROJECT
Board of Cooperative Educational Services (BOCES)
Allegany County
Belmont, New York

BOCES and Project Information: 1973-1974

Contact Person:

Ms. Pam Serio
Career Education Coordinator
Allegany County BOCES
6 South Street
Belmont, New York 14813
(716) 268-7693

BOCES Population: 10,000-24,999

Type of Area: Rural

Students' Background: 97% White

Annual Family Income:
40% Under $5,000
40% 10,000-14,999
10% 15,000-19,999
10% 20,000 or more

	BOCES Schools	Project Schools
Number of Schools	13	10
Grade Levels	K-12	K-12
Number of Staff		1
Number of Students		2,140

Years of Project Operation: 1

Project Funding:
Local: $12,000

Number of Project Staff: 1 Full-time

Approach to Career Education. The Allegany BOCES decided to implement a locally funded project in career education as a result of the efforts of the local school district superintendent and the support of the BOCES school board. Both the superintendent and the school board felt that students in Allegany County needed a good deal of assistance in gaining perspectives on career options and in eventually making career choices. A lack of countywide coordination in implementing programs as well as heavy workloads made guidance counselors unable to meet all student needs. The BOCES school board suggested that the junior high or middle school grades would be an appropriate level at which to start a career education program. They felt it should include all students in the various school districts who wish to participate. An initial project description was written jointly by the career education coordinator and the district superintendent. It was then submitted to the BOCES school board. Nine objectives were selected, all but one of which have been implemented. The ninth is still in the process of implementation. The district superintendent who had considerable experience in implementing new programs took overall charge of the project. He concluded that a career education program which began slowly and gradually with low initial costs would permit the career education idea to take hold and grow. The community needs time to consider the advantages of this new approach to education. More funds will be made available in 1974-75.

Project Staff. There is one full-time coordinator for the project. Her primary responsibilities consist of teaching an inservice graduate course for local school teachers, conducting a career awareness day for eighth grade students, and organizing a career information day in the district. Ten of 13 public schools in the district were given some assistance with career education. The central BOCES office tried to assist the career education coordinator in meeting the many demands of her job.

School Staff. The career education coordinator has assumed the major role in starting county-wide exemplary projects and implementing them at local schools. Twenty-one participating teachers in grades K-12 have completed a three-hour graduate program taught by the career education coordinator and instructors from a local university. These teachers are based throughout the county.

Training. A Federal project in Allegany County has been initiated to coordinate the training needs of local teachers with two area universities. Teachers have the opportunity of taking courses offered locally for inservice or graduate credit. A staff development course in career education was also offered. The county career education coordinator used the Ohio State Field Test Model in conducting this program for 21 teachers in grades K-12, about 20 percent of the total local teaching staff. The primary purpose of the training program was to make teachers aware of career education, enhance their understanding of its concepts and help teachers to implement them in their classrooms.

Community Resources. The coordinator is in the process of compiling a county resource directory. The most useful resource persons in the district are retired teachers with avocational interests and craft guild members. Teachers make their own arrangements for working with these resource people.

Curriculum Materials. There are 21 curriculum units available for use in grades K-12. These units have been reproduced locally. A Career Awareness Day booklet was created for use with eighth grade students, and a career education orientation booklet was given to all teachers in Allegany County.

Materials produced by the project are described below.

1. "Spinning."
   Videotape, 30 minutes; intended for students, grades 4-12.

An Idea That Worked. Most eighth grade students did not understand the purpose of programs offered at the district vocational school and few of them knew the vocational options available to them. Eighth grade students in most area schools were given an interest test to assist them in planning their high school programs, but little was being done to explore career options. Most students did not realize how flexible the available programs were. The career education coordinator organized a one-day career awareness program for all eighth grade students in Allegany County. The program consisted of discussions with groups of 15 students who considered "Work and What It Is All About." These discussions focused on differences between abilities and interests, identification of one's own abilities and value clarification. In addition, they considered entry jobs and their relationship to the development and growth of careers, how schooling can be beneficial for different careers, and the importance of personality and work relationships. Finally, a tour of the Vocational Center was organized so that students could visit an occupational area of their choice and talk with instructors and students.

CITY-AS-SCHOOL PROJECT
New York City School District
Brooklyn, New York

District and Project Information: 1973-1974

District Population: Over 1,000,000

Type of Area: Urban

Students' Background: 50% White
30% Black
20% Spanish Surname

Annual Family Income: 60% $10,000-14,999
40% $ 5,000-9,999

Contact Person:

Mr. Frederick J. Koury
Career Education Project Director
New York City School District
59 Schermerhorn Street
Brooklyn, New York 11201
(212) 858-1004

	District Schools	Project Schools
Number of Schools	900	1
Grade Levels	K-Adult	9-12
Number of Staff		13
Number of Students		225

Years of Project Operation: 2

Number of Project Staff: 0

Project Funding:

Local	$250,000
	70,000
Total	$320,000

Approach to Career Education. The approach of this project is to almost completely externalize learning experiences so that students are involved with a variety of career experiences for each 10-week cycle. Most experiences are a "hands-on" approach, in an attempt to closely link learning and experience.

Project Staff. Six teachers are used to monitor the learning of 35 or more students. They observe students in learning experiences, give counseling and help see to it that each learning resource is fulfilling its role in giving instruction. One teacher is used as a resource coordinator. She seeks out and develops new resources for possible student placement. One teacher serves as an administrative assistant to the director, handling budget matters. A licensed guidance counselor gives counseling and prepares student records.

Training. No facilities are provided by New York City school districts to train the project staff in its unique functions. The staff established its own training program.

Community Resources. The program is almost totally external and the students are placed in hundreds of organizations throughout New York City.

Curriculum Materials. All material is developed by the school staff and by the resource personnel at the learning sites. The material is developed for grades 9-12, although the school being discussed is ungraded.

Brooklyn, New York

An Idea That Worked. Excellent subject teachers have been retrained to work with curriculum in a unique way. Each teacher has had to *develop learning objectives* for the many learning experiences in his/her caseload. He or she has had to develop techniques to monitor each learning experience to ascertain whether learning is taking place.

CAREER EDUCATIONAL INSTRUCTIONAL SYSTEM PROJECT*
Board of Cooperative Educational Services (BOCES)
Erie County Supervisory Districts #1 and #2
Cheektowaga, New York

BOCES and Project Information: 1973-1974

BOCES Population: Over 1,000,000

Type of Area: Rural, Small Town and Suburban

Students' Background: 95% White

Annual Family Income:
30% $10,000-14,999
20% 15,000-19,999
20% 5,000- 9,999
20% Under 5,000
10% 20,000 or more

Contact Person:

Mr. James R. Spengler, Director
Post Office Box J
Harkness Center
99 Aero Drive
Cheektowaga, New York 14225
(716) 634-6800 ex. 270

	BOCES Schools	Project Schools
Number of Schools	400	96
Grade Levels	K-12	K-12
Number of Staff	5-8,000	350
Number of Students	250,000	8,000

Years of Project Operation: 2

Number of Project Staff: 1 Full-time
22 Part-time

Project Funding:

Federal VEA	$81,000
Local	10,000
Total	$91,000

Approach to Career Education. The basic strategy is to train teachers to develop and use pilot materials and then adopt the infusion process in order to carry career education into the schools. The goal is first to provide this opportunity for all students in grades K-12 in various curricular areas starting with language arts, mathematics, social studies, and science and, second, to gradually extend the program to all curricular areas. The first step involved the development of 900 learning activities, or lesson plans, each based on an instructional objective currently part of the curriculum for K-12 in language arts, mathematics, science, and social studies. All curriculum development was done by teachers drawn from the participating school districts. The second step was to field test the materials utilizing 350 teachers in 96 schools in 22 of the 34 districts served. The project is monitored and supported by the Occupational Education Division of the LEA BOCES - Erie #1. The target populations are all students in grades K-12.

Project Staff. The staff includes one full-time director and 22 part-time district persons serving a communicating function and as members of a steering committee. In 1972-73, 100 local teachers served on 16 writing teams. In 1973-74, 350 field test teachers used the materials and processes developed in 1972-73. A little more than one-quarter of the schools have participated to some extent in the program thus far. The coordinator/director prepares the staff of teachers who use the materials and processes with students in their classrooms. Teachers in the field test stage have volunteered to be involved. A modest stipend of $40 was paid to compensate teachers for workshop time.

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*This BOCES serves 34 school districts.

School Staff. Career education instruction is carried out by field test teachers working in their own classrooms. The 350 teachers involved in 1973-74 represented about 5 percent of the total staff. Their distribution over grade levels was as follows: 15 percent in grades K-3, 40 percent in grades 4-6, 35 percent in grades 7-9 and 10 percent in grades 10-12. All academic disciplines involved were in the language arts, mathematics, social studies, and science areas.

Training. Training takes place at school sites provided by various districts to the project at no cost. In 1972-73, the 24 hours of workshop training was conducted by consultant personnel selected by the director with advice from the advisory committee and users committee made up of district representatives. This was done in preparation for initial materials production. In 1973-74, the workshop training took up six hours and was carried out by the director and a training cadre recruited from teachers involved in materials production the first year. The primary purpose of the project in 1973-74 was to orient teachers to the career concept, the available materials and to the field test procedures. The training materials were primarily designed in-house except for the film "I Want to Be" which came from Hackensack, New Jersey via Ohio State University.

Community Resources. The community resources used included community people, particularly the parents of students in individual classes, who cooperated with the individual teachers. Specialized community resource persons and places were also involved. These individuals had been identified through the Industry Education Council of the Niagara Frontier, a cooperative venture of BOCES, the school districts and the Chamber of Commerce of the Niagara Frontier. A separate project coordinator and funding on a 50-50 local-federal basis were made available through the use of the two BOCES media centers, with the usual instructional materials procedure having taken place before they were used. Teachers arranged their use of resources, the utilization of which varied by district and teacher.

Curriculum Materials. All materials were locally produced by teachers for teachers in grades K-12 and covered language arts, mathematics, social studies, and science. The first forms were printed and the supply is now exhausted. Revision of these has just been completed and new materials will be ready for use this fall for second year field testing. The ultimate goal is to put all materials in a read-print computer mode to permit continuing revision on at least an annual basis.

Materials produced by the project are described below:

1. CEIS Learning Activity Packets.
   Print, 15-45 pages, intended for teacher use in grades K-12. One packet contains 10-30 learning activities for each grade level, K-12. Materials for grades 10-12 are packaged together for convenience.

Cheektowaga, New York

An Idea That Worked. In order to monitor teacher action, an evaluation form was developed which was used for evaluating each learning activity sheet in a given packet, each containing 15-35 sheets. The forms were inserted in the learning activity packets after each learning activity sheet. A twofold input from the teachers was sought: first, their reaction to the materials themselves in several dimensions and second, their open-ended assessment of student expressed attitudes toward the career activities. These evaluation sheets were forwarded to the project office upon completion of the learning activity by the class. A pre-post assessment instrument designed to measure student progress toward instructional objectives included in each learning activity packet was also used. Summary reports of scores and response distributions were forwarded to the project office before and after the use of learning activity packets.

CAREER EDUCATION IN THE ELEMENTARY SCHOOL *
Board of Cooperative Educational Services (BOCES) **
Dix Hills, New York

BOCES and Project Information: 1973-1974

BOCES Population: 100,000 - 499,999

Type of Area: Suburban

Students' Background:

Annual Family Income:

Contact Person:

Mr. Donald M. Friedman
Career Education Project Director
Board of Cooperative Educational Services
Dix Hills, New York 11746
(516) 549-4900 ext. 229

	BOCES Schools	Project Schools
Number of Schools	60	23
Grade Levels	K-12	K-6
Number of Staff	5,400	
Number of Students	129,000	

Years of Project Operation: 2

Number of Project Staff: 4 Part-time

Project Funding:

Federal	VEA	$52,000
Total		$52,000

Approach to Career Education. This career education project aims to provide elementary students with self-awareness. It deals with individual growth, development, and maturation. The project has begun by working with a core group of teachers at the fourth and fifth grade levels during the two years of project operation. In the first year, teachers attended group discussions on career education and introduced some concepts into classroom activities. In the second year they developed curriculum materials integrating career education into social studies lessons. The primary emphasis in the project has been upon changing the methods used to teach, rather than the content of the curriculum. The primary change in teaching method has been the greatly increased use of student discussions. After the core group of teachers have mastered career education and have developed further curriculum materials, the project staff plan to spread career education throughout the districts served by the BOCES by having other teachers observe in career education classrooms.

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* A pilot transitional career education program began this year at one high school but this description will pertain only to the original elementary project.

** This BOCES serves 18 school districts.

Project Staff. The project employs a project director, an assistant director, and two teacher trainers. The project staff serve a total of 42 teachers in 23 elementary schools in the BOCES. They spend most of their time working directly with these teachers, but also work with community members.

School Staff. Forty-two fourth and fifth grade teachers are actively participating in career education in the BOCES.

Training. Project staff have provided an orientation to career education for administrators in elementary schools in the BOCES. They have also provided training for teachers. During the first year teachers attended 40 discussion sessions on career education and visited with local business and industry people. During that summer some teachers participated in Operation Shadow which is described at the end of this report. During the second year teachers developed fourth and fifth grade curriculum units incorporating career education into social studies lessons. Teachers also had group and individual discussions with project staff. Training sessions took place after school and during the summer and teachers received payment for attendance. Almost all of the materials used in training were locally developed. About half were materials intended for teachers and half were intended for students.

Community Resources. The project has relied upon local business and industry as visiting sites for teachers who are being trained, student classroom groups, and teachers participating in Operation Shadow as described at the end of this report.

Curriculum Materials. All of the career education instructional materials used in this project are locally developed. The project staff have worked with school staff to develop several sample units infusing career education into social studies. Each unit includes a book for students and an accompanying teachers guide.

Materials produced by the project are described below:

1. What Would It Be Like If...: Christopher Columbus discusses his life, his explorations, his discoveries with you.
   Print, 40 pages, intended for students, grade 4
2. Accompanying Teachers Guide
   Print, 50 pages, intended for teachers, grade 4.
3. Samuel, An Apprentice
   Print, 43 pages, intended for students, grade 5

An Idea That Worked. After the project had been in operation one year, some teachers participated in Operation Shadow. Teachers had attended after-school meetings to review career education concepts and plan the development of curriculum units. They felt a need to become better acquainted with the day-to-day life of workers in the community if they were to communicate this information and understanding to their students. Each Monday during the six-week summer program, teachers were assigned to a morning or afternoon job for the week. One teacher accompanied a telephone installer, another worked in a bank, a third shelled fresh shrimp and loaded the dishwasher in a hotel kitchen. Other jobs included carpet installation, hospital work, typewriter repair, and the various jobs involved in a fruit market, a butcher shop, and other large and small retail stores. After this experience, teachers found they were better able to go back to the classroom and give students a practical view of the world of work.

RURAL DISTRICTS' CAREER CONCEPT FOCUS PLAN
Candar, Odessa-Montaur, Spencer-Van Etten, and Tioga School Districts
Spencer, New York

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural

Students' Background: 99% White

Average Annual Family Income in 1970: $10,000

Contact Person:

Mr. Donald S. Tackley
Project Coordinator
Dartt Crossroad and Route 34
Spencer-Van Etten Central School
Spencer, New York 14883
(607) 589-4451

	District Schools	Project Schools
Number of Schools	11	11
Grade Levels	K-12	K-12
Number of Staff	300	300
Number of Students	5,600	5,600

Years of Project Operation: 2

Number of Project Staff: 2 Full-time

Project Funding:

Federal	$60,000
Local	2,400
Total	$62,400

Approach to Career Education. After the development of a model delineating the three thrusts of career education (work, occupation, career), project staff turned its attention to inservice and curriculum development. The goal is to infuse career education concepts into the current curriculum. Curriculum is developed by teachers and not by project staff. The project staff assists teachers by providing suggestions, information, and financial support in the development of curriculum. Inservice education is offered to local teachers for graduate level credit on a tuition refund basis at SUNY Binghamton.

Project Staff. The Rural Districts' Career Concept Focus Plan (RDCCFP) is a cooperative effort among four central school districts. Each school district appoints three members to an Executive Committee. In addition, two full-time staff members, responsible to the Executive Committee, carry out the implementation of the project. Implementation has centered around, inservice, curriculum development, guidance services, community resources and building responsibility for ongoing functions. The project staff spend most of their time working directly with administrators, teachers and guidance counselors.

School Staff. Both teachers and guidance counselors are actively involved in the career development of students. In the area of curriculum development, infusion of career education is the main goal. However a need is recognized for the addition or subtraction of units from certain courses of study as well as for the addition of new courses such as the English elective "Careers in Fact and Fiction." Counselors teach courses and have been trained in the administration and interpretation of the General Aptitude Test Battery.

Training. During 1973-74, inservice education was conducted by project staff on a released time basis. Approximately 35 percent of elementary teachers and 45 percent of secondary teachers attended specific workshops of two to four days in duration. Workshops at the secondary level were subject matter oriented, e.g., art, English, mathematics, science, etc. The primary purpose of the workshops was to develop an awareness of career education concepts and to take some initial steps in writing curriculum. The project staff developed a format for infusing career education into the academic curriculum. Training materials used were mostly printed materials and were developed by the project staff.

Community Resources. The New York State Department of Labor supplied supportive services and materials such as a computer print-out of all job orders placed with them during one full year. This along with the 12 career-occupations (listings of job families and specific occupations associated with given school subject areas) enabled the project to identify specific places where a potential resource person or field trip might be secured. Materials also provided an overall view of the characteristics of the labor force of the area. The National Alliance of Businessmen was also influential in providing information, contacts and two Career Guidance Institutes. In its first six months of operation RDCCFP surveyed parents of students in the four districts as to their opinions regarding vocational development and career education. Forty-one percent of 2300 parents responded to the survey.

Curriculum Materials. The curriculum materials and guides are for the most part developed locally. The approach is based on the principle that the most effective curriculum is generally developed by the one who will teach it. Materials and ideas are shared. The function of the project is to supply teachers with information, resources (human and financial) and encouragement in their efforts. The project staff spends some of its time doing research, making contacts for teachers, and preparing curriculum resource guides.

Materials produced by the project are described below.

1. Career Occupation Guides.
   Print, 12 guides of varying length; intended for use by teachers and students in grades K-12. Relates job families and occupations to various school subjects. Based on D.O.T.

2. Careers in Fact and Fiction.
   English elective in grades 11 and 12. A one semester elective course.

3. Curriculum Development Guide for Mathematics.
   Print, 40 pages; intended for use by teachers for grades 7 and 8. Relates seventh and eighth grade mathematics skills to specific occupations. Same type of guide also available for grades 9-12.

4. Synopsis of Career Education Thrusts.
   Print, 15 pages.

5. Infusion Techniques for Curriculum Development.
   Print, 10 pages.

Spencer, New York

An Idea That Worked. Individual teachers were either personally recruited or responded to requests by proposals for summer projects. In a sense, these amounted to mini-grants to teachers for the development and planning of audiovisual aids, field trips, resource person interviews, ten-week units, elective courses and curriculum development guides. Twenty four individual proposals were funded. The proposal method has allowed for individual enthusiasm and creativity. All developed materials are shared with other districts. Some of the projects under development are: (1) Success and Failure; (2) Using Interests and Interest Inventories to Teach Resource Skills; (3) Workers Who Give Us Recreation; and (4) Workers Where We Live.

CAREER EDUCATION PROJECT
Syracuse City School District
Syracuse, New York

District and Project Information: 1973-1974

District Population: 100,000 - 499,999

Type of Area: Urban

Students' Background: 70% White
28% Black

Annual Family Income:

Contact Person:

Dr. Gerald Cleveland (K-6)
Assistant Superintendent for
Elementary Education
Syracuse City School District
409 West Genesee Street
Syracuse, New York 13202
(315) 474-6031

	District Schools	Project Schools
Number of Schools	44	46
Grade Levels	K-12	K-Adult
Number of Staff	1,699	
Number of Students	26,715	25,897

Years of Project Operation: 4

Number of Project Staff: 13

Project Funding:
Federal VEA $ 735,195

Approach to Career Education. The life centered curriculum of the Syracuse City School District is essentially a reorganization of the present curriculum to include career education as an integral and inseparable component of the total educational process. Although the goal of education has always been preparation for living, life centered education aims to put equal emphasis on preparation for making a living as well. In the design of the proposal to accomplish this, a life centered curriculum is seen as one in which all educational experience is geared to preparation for economic independence, personal fulfillment, social responsibility, self-awareness, and an appreciation of the dignity of work. The life centered curriculum uses social studies as a point of departure and integrates all other curriculum areas to achieve a new emphasis in education. In order to reach this goal, the elementary school is viewed as consisting of two levels - primary (K-3) and intermediate (4-6). A continuous progress approach to curriculum units is being implemented, based on the concept of individualized instruction. The life centered curriculum combines the essential elements of self-awareness, career awareness and educational awareness, in order to create a social studies program which will keep up with the accelerated changes of the future. For purposes of organization we have renamed the elements: Self-Awareness - Pepple, Educational Awareness - Places, and Career Awareness - Possibilities, and have provided modes of instruction on all elementary levels. Twenty-eight units broaden the existing scope of the social studies syllabi, infuse career awareness and focus, wherever possible, on individualized instruction.

Syracuse, New York

The objectives of the junior high school program are to determine aptitude, interest and potential abilities through systematic and supervised sampling in a variety of occupations; to stimulate interest in preparing for career work and the need to develop work habits and attitudes necessary for career training; to help each student to have a better self-image and make assessment of his aptitudes for career planning; to develop vocational alternatives for school programming, including work study; to provide learning experiences that will help students make educational decisions in line with what is best for them; and to make initial assessments of the student's readiness for work. One additional objective is that the community and businesses will become directly involved with the Syracuse School District in preparing its students for future vocations. In the fall of 1974, the senior high schools will be implementing an "Employability Orientation" program which will be taught in three of the high schools' social studies classes. This will be done in the form of a "quarter course" (10 weeks). The fourth school will make the program part of its senior social studies electives: Great Issues, Economics, Human Relations. This program has been piloted for two years. It covers eight areas which are considered essential for anyone seeking employment. These are job information sources, mechanics of getting a job, wages, deducations and fringe benefits, labor standards and legal rights, successful job performance, attitudes and responsibilities, and obtaining future counseling.

Project Staff. The project staff include a facilitator for the K-6 program, a coordinator for the secondary program, an elementary instruction specialist, an elementary guidance counselor, four secondary occupational resource specialists, an elementary skill teacher and an elementary teacher assistant. The junior high school program is directed by four occupational resource specialists (ORS) whose tasks include introducing the program to administrators and faculty members of each school. They also assist individual teachers and serve as resource coordinators.

Training. The staff of each elementary school building has received one-half day inservice orientation conducted by project staff.

Community Resources. Parents and parent organizations have been an integral part of both the development of the new curriculum and its implementation in the classroom. These people are actively involved as resource people and serve as a vital link to business and industry in the community. There have been numerous business and industry workshops within the school, panel discussions, joint radio and television appearances, contributions of slide presentations, validation of materials, etc.

Curriculum Materials. For the elementary program, all materials were written by a team of 75 teachers, representing each elementary school. The junior high school has materials prepared for all three junior high school grades 7,8, and 9 in the four academic areas, English, social studies, science and mathematics. Materials have been prepared so that teachers may use them in many different ways. There is no single curriculum guide, but rather sets of activities, resources, and objectives which can be adapted by individual teachers in a variety of ways. Introductions written for English, social studies, science and mathematics teachers give more specific information.

The materials prepared for classroom use are collected in kits, which have been distributed to schools. Though materials vary from subject to subject, they all follow a central format: (1) a list of objectives and goals for the program; (2) suggested activities for pursuing these objectives; and (3) resources to help teachers develop activities. Replacements for materials in kits and additional copies of some items are available through the project office.

ROCKLAND COUNTY CAREER EDUCATION PROGRAM
Rockland County Board of Cooperative Educational Services
West Nyack, New York

BOCES and Project Information: 1973-74

BOCES Population: 100,000-499,999

Type of Area: Suburban

Students' Background:
85% White
10% Black
5% Spanish Surname

Annual Family income:
40% $20,000 or more
30% $15,000-19,999
15% $10,000-14,999
15% $ 5,000-9,999

Contact Person:

Dr. Lawrence W. Aronstein
Career Education Coordinator
Rockland County BOCES
61 Parrott Road
West Nyack, New York 10994
(914) 623-3828

	BOCES Schools	Project Schools
Number of Schools	76	31
Grade Levels	K-12	K-12
Number of Staff	2,000	200
Number of Students	60,000	6,000

Years of Project Operation: 1 1/2

Number of Project Staff: 3 Full-time

Project Funding:
Federal $71,500

Approach to Career Education. The Rockland County program deals with the eight local school districts in the county. The basic emphases have been upon the development of staff -- both teachers and administrators -- who could act as change agents and leaders, and the local development of curricular materials which could be readily infused into the existing curriculum. The program has included the full K-12 spectrum and is geared toward the general student population. The methods used in career education have emphasized hands-on experiences, the development of out-of-school programs, role playing, gaming, simulation and valuing techniques. In order to coordinate the county-wide effort, there has been a county Task Force on career education which has functioned as a decision-making body for the entire duration of the program.

Project Staff. A full-time career education coordinator is responsible for overall program coordination with the eight local school districts. He spends 30 percent of his time planning with central office administrators from local districts, 30 percent of his time supervising staff, and 10 percent of his time in community relations work. A full-time instructional media specialist is responsible for the development of media and materials used in conjunction with the career education guides that are used in classrooms. He works directly with teachers in determining and fulfilling media needs. A career internship coordinator, working half-time, acts as liaison between home, school and business/industrial mentors. He develops a learning contract to be used for monitoring student progress in the mentor/intern partnership. An allied health cluster teacher, employed half-time, instructs students from several local districts in a shared program designed to provide laboratory skills and subject matter in a classroom setting, and to apply those skills on-site through volunteer service.

School Staff. Career education instruction is carried out by classroom teachers (K-12) working in conjunction with administrators and counselors who act as facilitators and/or consultants. Of the 200 piloting teachers about 50 percent were elementary (K-6) and 50 percent secondary (6-12).

Training. Inservice training has taken place through the BOCES and through the local district's inservice program. All training was performed by the career education coordinator. Approximately 15 percent of all teachers, 90 percent of all counselors, and 25 percent of all administrators have received inservice training. The primary purpose of the training was to give teachers an opportunity to adapt and/or develop curriculum infusion guides to orient administrators as to how they might serve as facilitators in the development of comprehensive programs, and to orient guidance counselors as to their role as consultants to teachers. Materials for such training were developed locally.

Community Resources. Two of the local districts have developed a comprehensive community resource bank which they have used extensively for their projects. The arrangements for speakers, field trips, and so on are made directly by the home school. The frequency of use for speakers in school has been greatly enhanced, particularly at the elementary level.

Curriculum Materials. All of the curriculum guides have been locally developed by teachers for teachers. The materials are used in an infusion approach. There currently exist 40 Career Education Teacher Guides which function as unit approaches. Audio-visual materials have been developed for both student and teacher use which go "hand-in-glove" with the teacher guides. The guides are generally designed for about two or three weeks of instructional time. The primary purpose of the guides is to provide teachers with appropriate illustrative examples showing how career education might be infused into an existing unit.

Materials produced by the project are described below:

1. Career Education Teacher Guides.
   Print, 40 guides, intended for teachers, grade K-12. Two four-week instructional units.

2. Career Education Games.
   Photo; laminated cardboards, intended for small group student use, grade K-12. Assorted gaming materials.

3. Report: Career Guidance Needs Assessment.
   Print, 45 pages, intended for administrators. Comprehensive assessment on role of counselor and need for county-wide placement office.

An Idea That Worked. A region-wide approach has been used in Rockland County. Representatives (central and building administrators, counselors, and teachers) from each of the eight local school districts, the BOCES and the Community College have actively participated in the Career Education Task Force which has served as a decision-making body for the management of the total program. The Task Force has met monthly since the inception of the program and applied a cooperative decision-making process to such questions as the aims and objectives of the program, the method of evaluation, the awarding of mini-grants, the proportional representation on curriculum writing teams and so on. The various members of the Task Force have been strong advocates of the program and have represented the program in their own school districts in leadership capacities.

APEX EXEMPLARY PROJECT
Wake County Schools
Apex, North Carolina

District and Project Information: 1973-1974

District Population: 2,500

Type of Area: Rural

Students' Background: 52% White
48% Black

Annual Family Income:

Contact Person:

Mr. Riley O. Carroll, Director
Occupational Education
Wake County Schools
Noble Road
Raleigh, North Carolina 27608

	District Schools	Project Schools
Number of Schools	3	3
Grade Levels	1-12	1-12
Number of Staff	75	
Number of Students	1,900	1,650

Years of Project Operation: 2

Number of Project Staff: 9

Project Funding:
Federal $499,507

Definition of Career Education

Career education consists of the knowledge, understanding, skills, and attitudes aimed at enhancing individual abilities to cope with problems of learning to live, learning to learn, and learning to make a living.

Goals

It is the policy of the Wake County Board of Education to provide an education which fulfills the needs, goals, and aspirations of the pupil. Included in this policy is recognition of the need for a system-wide, articulated program of career education to help identify employment patterns and relate them to students' needs, goals, and aspirations. Also included in this policy is a commitment to provide a group of options which make available to every student the development of a salable skill and/or the development of academic strengths sufficient to meet college or post-secondary requirements. Some of the specific goals of the project are:

1. To provide intensified counseling/placement services.
2. To introduce occupational information in the elementary schools with emphasis on attitudes and work habits.

3. To expand occupational education information in the junior high school with emphasis on career orientation, decision making and skills training for the dropout.

4. To provide expanded occupational information, with emphasis on special skill training and post high school placement, in addition to skill training for the potential dropout.

The Project

Finances. The project is federally funded through the United States Commission of Education under the provisions of Part D of the Vocational Amendments of 1968 in the amount of $399,507, to be utilized over a period of three years, 1970-73.

Project Staff. The project staff includes a director, an associate director, a general occupational education coordinator, a high school counselor coordinator, a middle school counselor coordinator, and an elementary school occupational information specialist. Other professional personnel and skilled specialists assisted with teacher workshops and skills training programs.

Training. Workshops were held regularly to provide teachers with techniques to more effectively integrate career information into their ongoing classroom activities. The purpose of the workshops was to develop career oriented curriculum guides for classroom utilization. Three district-wide workshops and eight or ten individual schools' workshops were held for teachers during the first three years of the project. Teachers were provided with resources, printed materials, local people, professional consults, etc., to aid them in developing the guides.

Community Resources. Through the use of pamphlets, three local newspapers, and other printouts, the project staff shared information about project activities with the general public, visited other projects, and invited staff from other schools. Materials were sent upon request. Regular use was made of all community resources to aid in providing career information in conjunction with classroom activities. These resources included speakers, field trips, printed materials, and audiovisual materials.

The School Instructional Program

At the high school level the program involves intensive occupational counseling, both on individual and group bases, job placement, vestibule training, maintenance of an occupational resources center, field trips, guest speakers and integration of career information.

The middle school program emphasizes special weeks and classes devoted to career education, field trips, counseling, and classroom correlation of career education with the ongoing curriculum.

At the elementary level the program provides work experiences to help students develop positive attitudes toward work, field trips, guest speakers, filmstrips and counseling.

Evaluation

Evaluation of all project activities was done by the Center for Occupational Education, North Carolina State University, Raleigh, North Carolina.

PITT COUNTY MIDDLE GRADES EXPLORATORY PROJECT
Pitt County Schools
Greenville, North Carolina

District and Project Information: 1973-1974

District Population: 73,900

Type of Area: Rural

Students' Background: 52% Black
48% White

Annual Family Income: 48% $ 5,000- 9,999
26% Under $5,000
15% $10,000-14,999
7% $15,000-19,999

Contact Person:

Mr. Carl Toot
Occupational Education Director
Pitt County Schools Office
Post Office Box 776
Greenville, North Carolina 27834
(919) 752-6106

	District Schools	Project Schools
Number of Schools	8	2
Grade Levels	7-8	7-8
Number of Staff	158	22
Number of Students		400

Years of Project Operation: 4

Number of Project Staff: 9 Full-time

Project Funding:
State $72,500

Approach to Career Education. The Pitt County Middle Grades Exploratory Project operates in two schools. Special education, the gifted and talented, and all seventh and eighth grade students are grouped in career exploration classes. The students attend the career exploration labs during three periods each week for hands-on activities in job-simulated environments. On a fourth day, the students go to the occupational information and guidance lab where they meet with a guidance counselor for immediate follow-up research on career information. The guidance counselor provides individual and group guidance for the students. On the fifth day the students remain with their homeroom teacher for cultural arts. The project staff members work with the classroom teacher and function as consultants and reference persons to correlate career education to academics.

Project Staff. The project staff has a district project director who supervises career awareness, career exploration and the secondary school occupational areas. The staff at each of the Middle Grades Exploratory Project schools consists of two occupational laboratory instructors and a guidance counselor. The Middle Grades staff members work in close cooperation with the classroom teacher.

School Staff. The career education staff laboratory instructors direct the students in career exploration. Hands-on learning centers are geared to occupations indigenous to our immediate area but also include occupations found in other areas. The guidance counselor directs the students in occupational research and provides individual and group guidance.

Training. Staff members have received inservice training by pilot programm staff teachers and North Carolina State consultants. Some preservice is being conducted at the Bethel Middle School for university teachers and education students. This phase of training will be expanded in the coming year.

Community Resources. Members of the community have been very cooperative and have helped the project by providing career informants, suggestions for laboratory activities and supplies and resource speakers. With increasing knowledge of the project's goals the community has become more interested and helpful. Arrangements for use of community resources are made by the project's guidance counselor and laboratory instructors.

Curriculum Materials. Curriculum guides are locally developed by project teachers, students and parents and will be used by project staff and classroom teachers of the seventh and eighth grades. The guides consist of packets of materials based on the 15 career cluster concept covered in the two occupational laboratories and include activities used by the guidance counselor. Staff members also use project and commercially prepared videotapes and slides.

Materials produced by the project are described below:

1. Three Packets of Career Exploration Activities.
   Print, intended for grades 7 and 8.

An Idea That Worked. The Bethel Middle School staff and students conduct an open house each spring on a Saturday morning. Other schools, the community, local, state and national legislators, state and local newspaper personnel, and educators on all levels are invited to attend. They observe as many as 100 students engaged in hands-on, career exploration activities. This annual open house has proved to be an excellent means of generating community support for career education.

CAREER EDUCATION EXEMPLARY PROJECT
Devils Lake Public Schools
Devils Lake, North Dakota

District and Project Information: 1973-1974

Contact Person:

Mr. John M. Gaston
Local Coordinator
Central High School
Devils Lake, North Dakota 58301
(701) 662-4971

District Population: Less than 2,500

Type of Area: Rural

Students' Background: 93% White
7% American Indian

Annual Family Income: 60% Under $5,000
30% 5,000- 9,999
5% 10,000-14,999
5% 15,000-19,999

	District Schools	Project Schools
Number of Schools	5	5
Grade Levels	1-14	1-12
Number of Staff	10	15
Number of Students		

Years of Project Operation: 1

Project Funding:
Federal VEA $68,000

Number of Project Staff: 2 Full-time

Approach to Career Education. The project staff first identified volunteer teachers (after pre-series workshops) who were willing to serve as members of a central group. The teachers involved taught grades 1, 3, 6, 8, 9 and 11. These teachers were given a variety of teaching materials and some time was periodically set aside for planning purposes. Students in both control and experimental groups were given tests both before and after the program began. Growth factors were measured. The teachers who had not originally volunteered to be members of a control group became more involved in the program as the school year progressed because they saw the control group accomplishing a great deal.

Project Staff. Two full-time staff members and one half-time secretary comprise the project staff. The coordinator has responsibility for the elementary grades and the business community, while the assistant coordinator takes charge of secondary and post secondary programming. Both men serve the satellite districts and an explorer program with inservice training sessions.

School Staff. Classroom teachers carried out 97 percent of the activities, with counselors making up the remaining 3 percent. Of the total teaching and counselling staff of 100 in the five project schools, 25 elementary and 15 secondary personnel actively participated in the program.

Training. Preservice training lasting one week was provided for members of the teaching staff of the participating schools at all levels. At the elementary level, teachers participated in grade level meetings, while secondary teachers were introduced to the program through departmental and interdepartmental meetings. Post secondary teachers were approached through the medium of inter-departmental meetings alone.

Community Resources. Every class in the participating elementary schools made at least two field trips during the school year, while small interest groups did research in the community to enhance particular projects. All fourth graders visited the state capitol building a zoo and a museum in Bismarck, the state capitol. All 2,000 elementary and secondary pupils visited and toured a new law enforcement center. Secondary students made field trips and invited guest speakers into the classrooms who served as resource persons. One teacher had an amplified telephone system installed in his classroom. He used it to make 57 calls to business and professional people in the community. Individual students "shadowed-a-worker" to learn about their activities. The explorer program involved approximately 50 students.

Curriculum Materials. Most of the curriculum guides used during the 1973-73 school year were borrowed materials. However, 15 teachers did develop some activities for the fall of '74. Secondary teachers concentrated on English, mathematics, social studies, and science. The elementary teachers utilized commercial materials and developed an individualized activity card system.

Materials produced by the project are described below:

1. Elementary Individualized Activity Cards.
   Intended for intermediate elementary students, grades 4-6. Each card has self-directed activities.
2. Introduction to World of Work - Employee's Viewpoint.
   Intended for secondary students, grades 10-12.
3. Career Education Resource Booklet.

An Idea That Worked. The amplified telephone used by our biology teacher permitted more resource people to be "brought to the students." Not only did the instructor relate the conversation to the discipline, but he set the stage for student participation by asking the interviewee about his background, the amount and kind of education needed for his job, and the supply and demand for the services he provided.. Students were permitted to ask questions of each resource person over the telephone.

CAREER AWARENESS PROGRAM
Dickinson High School
Dickinson, North Dakota

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Rural and Small Town

Students' Background: 100% White

Annual Family Income:

Contact Person:

Mr. Jerry Tuchscherer
Career Counselor
Dickinson High School
Dickinson, North Dakota 58601

	District Schools	Project Schools
Number of Schools ?		1
Grade Levels		9-12
Number of Staff		55
Number of Students		850

Years of Project Operation: 2

Number of Project Staff: 1 Full-time

Project Funding:
Federal $12,000

Approach to Career Education. Career education at Dickinson High School is emphasized most at the tenth grade level. The program is geared to increase students' self-awareness and improve their decision making abilities with respect to both their school and working careers. The entire school staff was asked to participate in the project and during the two years of its existence most staff members have been active supporters. Career guidance seminars have been created and a career development program for the handicapped is now beginning.

Project Staff. There is one full-time resource person working with the students. He is a qualified guidance counselor whose role responsibility is the career awareness project. He is able to devote 100 percent of his time to the goals of career education. He operates out of the Central High School and he focuses on the tenth grade.

School Staff. All teachers at the senior high school level are involved in career education or "education for living." Some teachers are more active in the project than others, as all participation is voluntary. The soft-sell approach has been found to be most rewarding in terms of faculty response.

Training. Several state colleges and two universities have offered extension courses in career education which teachers may take for credit. Mini-workshops were also made available to interested teachers.

Community Resources. Each teacher uses the community independently in his or her own application of career education in the classroom. Community support was solicited and received for the career awareness seminars, which included a public relations program.

Curriculum Materials. A curriculum guide is being produced by the school. It includes the goals of the project, various results, suggested materials, a synopsis of weekly program events and other general recommendations. Although our curriculum and seminars are geared for the 10th grade they can be adapted to any grade level. The guide is still in preliminary form but can be obtained by writing to the school.

An Idea That Worked. One of the most significant aspects of our career education program is the use of various techniques to make all in-school activities as realistic and lifelike as possible. For example, we used role-playing in an interview situation, allowing students to simulate an interviewer and a prospective employee. Frequently we use video tape so that students can later observe their own behavior.

CAREER EDUCATION PROJECT
Napoleon Public School District #2
Napoleon, North Dakota

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural

Students' Background: 100% White

Annual Family Income:
45% $ 5,000- 9,999
25% 10,000-14,999
20% Under 5,000

Contact Person:

Mr. Gilbert Holle
Superintendent
Napoleon Public School District #2
Napoleon, North Dakota 58561
(701) 754-2244

	District Schools	Project Schools
Number of Schools	3	3
Grade Levels	K-12	K-12
Number of Staff	40	40
Number of Students	779	779

Years of Project Operation: 1

Number of Project Staff: 1

Project Funding:

Federal VEA	$3,500
Local	1,000
Total	$4,500

Definition of Career Education

An educational process in which a student is given the opportunity to become aware of, to explore, and to prepare for a career. It gives the student an opportunity to become aware of his or her talents, abilities, weaknesses, and strengths as they relate to work.

Goals

1. To enable students to develop positive attitudes toward work, to develop an appreciation and understanding of all types of work, and to prepare for an occupation.

2. To create in students a self-awareness of their interests, abilities, and aptitutdes in order to enable them to set realistic goals necessary for entry and success in a career.

These goals are further spelled out in several pages of objectives for students at the elementary and secondary level.

The Project

Finances. The project began this year with $3,500 in VEA funding and $1,000 in local funding. Next year the project will be entirely supported by local funding of $4,000. About one-third of this year's project funding was spent for purchase of curriculum materials for classroom use and a third for consultants. Twenty-two percent was budgeted for project staff salaries and smaller amounts were spent for other purposes.

Project Staff. The superintendent of schools for this district has served part-time as the career education project director. He has been responsible for promoting career education in all three schools in the district. He works directly with teachers on career education and divides his efforts about equally among all grade levels. He has also involved guidance counselors and librarians in career education.

Training. The project director and career education specialist from the State Department Vocational Education Division have provided training for the staff. All staff in the district have received at least an orientation to career education. About a third have participated in ten hours or more of training. A two-credit college course in career education was also offered in the district and about a third of the staff participated. In addition, all school staff served on one of several career education committees which determined the course of career education in the district and focused on curriculum selection and development. Training included lectures, workshops, and group discussions with the project director. They took place during school, after school, and during the summer. Most of the materials used in training were commercially-published student materials.

Public Information. The project director has provided information for parents, community organizations, employers, and the school board by speaking at meetings and preparing news items for the local newspaper. He has also disseminated information about the project while attending meetings outside the district. Next year the project will have an 11-15 member career education advisory committee made up of principals, teachers, guidance counselors, students, and parents to further the exchange of information.

The School Instructional Program

Staff. All of the classroom teachers in the district are actively participating in career education instruction.

Content. One of the committees studying available curriculum ideas chose the course of study developed in the Bismarck school system. That district conducted a state developmental effort resulting in a K-12 course of study listing behavioral objectives, activities, and resources, and infused in standard subject areas. The committee then adapted this course of study to the needs of the school district by adding and deleting elements. They coordinated with other committees to make sure that the product of each would be complementary. This course of study includes work and non-work activities and contains vocational education. It deals with the variety of occupations, teachers students more about themselves, and helps them match their interests and abilities to various occupational areas.

Methods. The methods used to teach career education are similar to those used to teach other matters but include a greater use of discussion and resource people. This project is still in the formative stages but is working toward infusing career education in all subject areas at all grade levels.

Curriculum Materials. This project is new and still in the planning phase, but expects to draw heavily on existing materials and adapt them as described above. They expect to purchase commercial materials at all grade levels, particularly audiovisual materials, and to adapt their usage for this district. They also expect to develop some materials in the future.

Community Resources. A committee of school staff members have identified and cataloged over 100 community resource persons who are willing to share information about their trades and professions with the project. It is expected that teachers will make frequent use of this catalog in arranging guest speakers and student trips throughout the community.

Evaluation

Internal Evaluation. A committee of school staff members have created a plan for internal evaluation of various aspects of the project. They expect to begin this evaluation next year.

External Evaluation. No external evaluation of the project has been conducted.

An Idea That Worked

All of the school staff in the district have played some part in developing the content of the career education curriculum. Five committees including some elementary and some high school teachers were formed, each with a specific task. One formulated general and behavioral objectives for the program. Another developed a brief course of study to avoid numerous repetitions in coverage of careers in the various grades. A third compiled a directory of the career resource people in the community. Another studied materials and made recommendations for each grade level. The fifth committee formulated a self-evaluation that can be used by teachers and students. Every school staff member served on at least one committee, and this involvement has resulted in enthusiasm on the part of the staff for the career education curriculum.

CAREER AWARENESS PROGRAM
Williston Public School District
Williston, North Dakota

District and Project Information: 1973-1974

Contact Person:

Mr. Wayne Berry
Project Director
UND Williston Center
Williston, North Dakota
(701) 572-6736

District Population:	10,000-24,999
Type of Area:	Rural
Students'Background:	97% White
Annual Family Income:	30% $ 5,000- 9,999 25% 10,000-14,999 20% 15,000-19,999 20% Under $5,000 5% 20,000 or more

	District Schools	Project Schools
Number of Schools	7	7
Grade Levels	1-12	1-12
Number of Staff	175	175
Number of Students	3,000	3,000

Years of Project Operation: 3

Number of Project Staff: 6 Full-time

Project Funding:

Federal VEA	$ 210,000
State	60,000
Local	30,000
Total	300,000

Approach to Career Education. The purpose of the Career Awareness Project was to implement a program of career education in the Williston School District, with special emphasis on career and vocational education for the disadvantaged and the handicapped. The program began with the employment of a director and a guidance counselor and expanded to include instructors in nursing, auto mechanics, electronics, welding and career development. The project ran from July 1970 through June 1973.

Project Staff. Initially, project staff consisted of a director and a qualified guidance counsellor, who worked with all schools in the district for the duration of the project. A secretary with special artistic talents was also hired to design bulletin boards for the district schools. Later, full-time electronics and auto mechanics instructors and part-time nursing and welding instructors were hired to work with students on the senior high level.

School Staff. The goal of the project was to involve all teachers in the district in appropriate career education activities. Obviously, some teachers became more involved than others depending on their own personal committment to the career education concept. In general, the teachers at the elementary and junior high school level were very receptive while teachers on the senior high level were only sporadically involved.

Training. All of the teachers in the Williston system have had some exposure to career education, primarily through inservice workshops and summer workshops. Most of the teachers employed in the last few years have had undergraduate training in career education, and there has also been a graduate course offered through North Dakota State University in Williston.

Community Resources. Several projects were initiated during the Career Awareness Program to bring the school into a closer working relationship with the community. One project was to build a cassette-tape library consisting of interviews with people employed in the community. This project was developed by students as a part of their career development class. The collection is maintained in the High School library. Also, a card index was compiled listing individuals in the community who would be willing to appear in the schools as resource speakers and information about their occupations.

Curriculum Materials. Most of the curriculum materials used in Williston were developed by the State Department of Vocational Education through their exemplary state-wide project. These materials are suitable for all grade levels and have been made available to all teachers in the system. A substantial amount of commercially-prepared materials were purchased for use in the district, and additional materials have also been developed by individual teachers and staff members, such as the pamphlet illustrating ideas for school bulletin boards developed by the project secretary.

Materials produced by the project are described below:

1. Bulletin Board Ideas for Career Education
   Print, 25 pages, intended for teachers, grades 1-12.

An Idea That Worked. Two valuable additions to the district program were the creation of summer vocational programs and the hiring of an area-wide guidance counsellor. Both additions were originally funded by the project and later by the participating schools. The school superintendents served as a governing board and therefore ensured that these services were provided to the small area schools in which they were not previously available.

CAREER DEVELOPMENT EDUCATION
Akron Public Schools
Akron, Ohio

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Urban

Students' Background: 70% White
27% Black

Annual Family Income:

Contact Person:

Mr. Nick Topougis
Career Development Education
Akron Public Schools
65 Steiner Street
Akron, Ohio 44301
(214) 434-3404

	District Schools	Project Schools
Number of Schools	54	14
Grade Levels	K-12	K-12
Number of Staff	2,100	
Number of Students	50,900	

Years of Project Operation: 4

Number of Project Staff: 6 Full-time
2 Part-time

Project Funding:
Federal VEA $314,000

Definition of Career Education

Career development education is the process of helping the students to understand more fully the world of work, the range of occupational choices open to them, specific educational and job requirements of occupations, entry and progress in educational preparation, and ultimately the choice of a vocation.

Goals

1. To effect a developing level of pupil awareness and understanding of self, interests, and aptitudes.

2. To effect positive pupil attitudes toward educational preparation and work.

3. To effect a developing level of occupational awareness, occupational exploration, and beginning occupational specialization.

Materials

1. Curriculum guides for each grade level
   Print, 40-200 pages, intended for teachers, grades K-10.
   Includes description of student activities in lesson form for most elementary academic areas and for secondary language arts, math, science, and social studies.

2. Packet of information about career education as practiced in Akron
   Print, 100 pages, intended for project directors.

The Project

Finances. This project receives funding from VEA funds. In its first year of operation, 1970-71, the project received $125,000. This year the project received $314,000, and next year it will receive $319,000. Seventy-two percent of this year's project funds were budgeted for project staff salaries, and 15 percent for compensation of staff development participants. Lesser amounts were spent in other areas. In the past, large quantities of curriculum materials for classroom use have been purchased by the project, so that only 7 percent of this year's funding was used in that way.

Project Staff. This year the project employed six full-time and two part-time staff members. These included the director of career education, a Career Motivation coordinator who works with grades K-6, four Career Orientation coordinators who work with grades 7-8, and a Career Explorations coordinator who works with grades 9-10. All of the project employees were hired from within the school district. The career education director was formerly a school administrator. The Career Motivation coordinator was formerly a guidance counselor. The Career Orientation coordinators were all previously secondary classroom teachers, one in the area of language arts/reading/English, one in social studies, one in mathematics, and one in science. The Career Exploration coordinator was previously a secondary teacher of language arts/reading/English. About 35 percent of staff time is spent at the elementary level, 40 percent at the junior high school level, and 25 percent at the senior high school level. The staff work primarily with teachers although they also spend time directly with librarians and guidance counselors. The project staff worked with ___ schools this year and next year expect to serve __ schools. Almost all of their efforts to date have focused on grades K-10, but they are piloting a program for grades 11-12.

Training. During the first year of operation the project staff conducted training. This year local school staffs and consultants from higher education institutions conducted both advanced and initial training. Similar training is planned for next year. About 65 percent of the staff in the project schools have received training thus far. Training has included orientation to career education, the world of work, use of community resources, curriculum development, materials selection, teaching techniques, and guidance approaches. Training sessions take place at the school, during the evening, on weekends, and during the summer. Many different training methods are used. A local university in cooperation with project staff offers a series of ten mini-courses for two hours of graduate credit each. These include such courses as economics as it relates to career education, guidance approaches in career education, and simulated gaming in career education. Most of the materials used in training are locally developed student materials.

Curriculum Materials. About three quarters of the instructional materials used in the program, most of them in print, are locally developed. The remaining quarter, mostly audio-visual materials, are commercially published. About 40 percent of the materials which are locally developed are student materials. About 60 percent are curriculum guides and other teacher materials. Curriculum guides and other "starting points" for teachers have been developed at all grade levels K-10, and experienced teachers, using these as a base, create their own new activities and materials throughout the school year. Almost all of the materials used in the program have been created since it began in 1970.

Community Resources. The project staff identify and catalog community speakers, trips, materials, and student work sites. Paraprofessionals working in the schools make arrangements for teachers to use these resources.

Public Information. The project staff share information about the project within the district by speaking at meetings, sending newsletters, inviting visitors, and preparing news items. They provide information for parents, employers, union leaders, and community organizations. They disseminate information to other projects and groups outside the district by attending meetings, sending newsletters, and inviting visitors to the project.

The School Instructional Program

Staff. Career education instruction in the district is carried out by regular classroom teachers and guidance counselors. Within the project schools, all of the elementary teachers and 95 percent of the teachers in grades 7-10 actively participate in career education.

Content. The school instructional program in career education is based upon the locally developed broad goals which were listed above. The project is currently working on a specific scope and sequence package by grade level which will specify student performance objectives in terms of career education learning.

Among the goals of the project are, "every student will graduate from high school with a salable skill, will enter further education or immediate employment, and will have made a tentative career choice." The career education curriculum, which deals with aspects of life such as work, family life, and citizenship, differs from the regular curriculum in several ways. It shows the relationship of the curriculum to the world of work and life skill areas. It contains the vocational education curriculum within the district, all of which is provided in regular high schools rather than separate vocational high schools. The career education curriculum has built upon the fact that prior to the existence of the project the district did work with industry and business and had made initial contacts in these areas.

Methods. The methods used to teach about careers do not differ from those used to teach about other matters, although greater use is made of demonstrations, discussions, student projects, and hands-on experiences. Career education is infused in all academic areas at the elementary level. At the secondary level it is integrated into all subject fields. The program makes extensive use of trips and visits. On a typical day up to 500 students may be out of school visiting places of employment or elsewhere in the community.

Evaluation

Internal Evaluation. An internal evaluation in the project was conducted to assess the number of schools served, populations served, staff training, public information, extent and quality of implementation, and the effect of the career curriculum on pupil learning and behavior. Questionnaires and tests were administered to school staff and students to collect data for this study.

External Evaluation. A university and a private agency conducted external evaluation activities regarding the project. They evaluated the effect on pupil learning and behavior of the career curriculum by conducting interviews, making observations, and administering questionnaires and tests to students and school staff.

An Idea That Worked

The Youth Motivation Program, sponsored by the Akron Area National Alliance of Businessmen (NABS), is now taking place at two junior high schools. Thirty-two representatives from business, industry, and social and governmental agencies formed two-man teams with eight assigned to each of the involved schools. Through classroom visitations, these motivators impress eighth grade students with the importance of education and training as a prerequisite of the world of work. The program also includes opportunities for in-depth exposure to students' specific career interests.

CAREER DEVELOPMENT PROGRAM
Cleveland Public Schools
Cleveland, Ohio

District and Project Information: 1973-1974

District Population: 500,000-999,999

Type of Area: Urban

Students' Background: 58% Black
40% White

Annual Family Income: 31% $10,000-14,999
26% $ 5,000- 9,999
24% $15,000-19,999
18% Under $5,000

Contact Person:

Mr. Oliver J. Jones
Project Director
Division of Technical-Vocational Education
Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114
(216) 696-2929 Ext. 450

	District Schools	Project Schools
Number of Schools	178	18
Grade Levels	K-Adult	K-10
Number of Staff	5,911	589
Number of Students	135,000	14,069

Years of Project Operation: 2

Number of Project Staff: 12 Full-time

Project Funding:

Federal	$ 315,140
Local	38,575
Total	$ 353,715

Approach to Career Education. The basic strategy for implementation of career education involves a comprehensive orientation and inservice program for central headquarters personnel. All principals of participating schools were involved in a briefing session concerning goals and objectives of career education. A follow-up visit to each principal helped to insure a smoothly operating program. The staff at the participating schools were involved in a series of inservice sessions. Key personnel are stationed at the schools to help teachers overcome the initial fear of implementing a new program. Inservice training sessions were used as a basic strategy for curriculum development. Planning of audiovisual material, compiling field trips, developing promising teacher practices, and dissemination of information to participating staff were also part of curriculum development. The project's goals are several: integrating concepts of career education into the ongoing curricula, providing a data baseline of information and knowledge which will facilitate the decision-making ability of students, developing "the proper concept of work among students," re-designing curricula to include exposure to the world of work, specific occupational clusters, and other information which will help students comprehend the basic concepts of career education. The first step in this program involved selling the basic concepts of career education to subject area supervisors. This was done in order to allay fears of asking children to select lifetime occupational goals too early, and in order to develop a conceptual framework which involves career education on a continuum from K-12.

In a broad sense, all education is career education. The role of the school is to prepare students to be able to cope with the problems of today.

There should be only two exits from school: full-time job and post secondary training in a technical school, trade school and/or college. Career education may be carried out through either an academic or a vocational program.

Several teaching approaches are used. Basically, the ongoing curriculum provides direction. Classroom techniques involved simulation activities, games, research projects, assemblies, and resource speakers. Hands-on experience is provided through programs such as the In-School Neighborhood Youth Corps, Occupation-Work Adjustment and Occupation-Work Experience, off-campus volunteer work, and the vocational laboratory. A career resource center has been established in each participating school. Project personnel are available to aid teachers and students in securing films and other audiovisual materials dealing with career education concepts. The target population is all students at all grade levels.

Project Staff. The career education staff consists of a full-time director and 11 full-time coordinators. Each of the elementary coordinators is assigned to two schools. The director of the project is an assistant supervisor of industrial arts occuaptions in the Division of Technical-Vocational Education. All but one of the coordinators are state certified guidance counselors. The activities of the staff are primarily conducting inservice training, which occupies 30 percent of their time, coordinating field trips takes up another 30 percent, 10 percent is devoted to maintaining a career resource center, and 10 percent of their time is spent working with individual teachers. Approximately 18 percent of the schools in the 12 attendance areas are participating in the program. All of the schools in the Glenville attendance area are involved.

School Staff. The basic concepts of career education are disseminated to the classroom teacher individually and in group training sessions by the career education staff. On the secondary level, the department chairman of a specific discipline meets with the teachers in his department and a group effort is made to integrate career education concepts into the ongoing curriculum. Actual instruction is done by the classroom teacher but the career education staff are always available for consultation with these teachers. There are approximately 439 teachers in the 18 schools. Each has spent a considerable amount of time in inservice training sessions, workshops, curriculum development activities, etc., as well as conducting day-to-day classroom instruction.

Training. The training of the participating staff usually takes place in the schools. Training has been conducted by the director and his staff. Outside consultants have participated in the training sessions. The proper sequence of training appears to be, first, headquarter staff and subject area supervisors, then principals and administrative staff at the participating schools, then department chairmen at the participating schools, and finally classroom teachers.

Community Resources. Cleveland has many community resources, such as colleges and universities, museums, libraries, plants, Lake Erie, the zoo, ships, and so on. The best way to explore these resources is through field trips. During 1973-74 an estimated 527 field trips were taken. The most useful resources in the district were the "Cleveland Plain Dealer" plant tour, The Lewis Research Center-NASA tour, a Chevrolet plant tour, and a Cuyahoga Community College tour. Each coordinator arranges his/her own tours. Approximately 527 field trips were taken last year.

Curriculum Materials. Approximately 90 percent of the curriculum materials were locally developed and about five percent were commercially prepared. The other five percent came from the state or other participating districts. The development of curriculum guides has been a coordinated effort between career education staff and classroom teachers. About 70 percent of the curriculum materials developed have been intended for teacher use. All grades, K-10, have had significant curriculum revision and development. Three curriculum guides are in print. Some lessons are not developed to the point where they have been printed, but are emphasized because they lend themsleves to units in the ongoing curriculum.

Materials produced by the project are described below:

1. A Manual for Elementary School Teachers
   Print, 176 pages, intended for teachers, grades K-6.

2. Guide Book for Career Orientation
   Print, 61 pages, intended for teachers, grades 7 and 8.

3. Guide Book for Career Exploration
   Print, 31 pages, intended for teachers, grades 9 and 10.

4. Ohio Career Continuum Program - World of Work Program
   Print, 339 pages, intended for teachers, grades K-6.

5. Ohio Career Continuum Program - Career Orientation Program
   Print, 297 pages, intended for teachers, grades 7 and 8.

An Idea That Worked. Each participating school has developed a career education resource center. The resource centers are replete with film and other audiovisual materials, bulletin boards, printed matter, etc. One of the resource centers has been designed with a supermarket motif. Each student contributed an empty can, or other appropriate objects, to create the supermarket effect. The teachers have found the supermarket idea a novel way to teach math, consumerism, and other subjects. Students are learning first hand about addition, subtraction, unit cost, shopping wisely, role playing as a shopper, a stock boy, a manager, or a butcher. There appears to be some carry-over from the resource math to the regular formalized math class.

DEMONSTRATION PROJECT IN CAREER EDUCATION
Cincinnati City Schools
Cincinnati, Ohio

District and Project Information: 1973-1974

District Population: 452,000

Type of Area: Urban

Students' Background: 54% White
46% Black

Annual Family Income: 35% $10,000-14,999
30% $ 5,000- 9,999
20% Under $5,000

Contact Person:

Mr. Jack Ford
Career Education Project Director
Education Center
230 East 9th Street
Cincinnati, Ohio 45202

(513) 369-4806

	District Schools	Project Schools
Number of Schools	72	11
Grade Levels	K-12	K-10
Number of Staff	3,000	372
Number of Students	72,000	8,250

Years of Project Operation: 2

Number of Project Staff: 4 Full-time
1 Part-time

Project Funding:

Federal	VEA	$208,000
Local		35,000
Total		$243,000

Approach to Career Education. Last year some scattered career education efforts began in the district, primarily at the grades 7-8 level. This year a unified K-10 program was established in a set of related schools. The major goals of the project include helping students in grades K-6 develop an awareness of work and a positive attitude toward work habits. Students in grades 7-8 are helped to develop an awareness of the wide variety of jobs available. Students in grades 9-10 are encouraged to make some tentative decisions based upon experiences, interests, and abilities and to explore the aspects of the jobs available. To assist in these decisions, students become actively involved in on-site experiences in a minimum of three job choices. The career education curriculum emphasizes the self, decision making, employability, and work adjustment, economics, education and training, the world of work, and the individual and his environment. In grades K-8, career education is infused in all subject areas. In grades 9-10 career education has been treated as a separate course which students may elect, but the district is also considering integrating exploratory activities into ninth and tenth grade subjects.

Project Staff. The project employs a director and three coordinators, all full time. The project also has the part-time services of a supervising teacher. The project staff serve eight elementary schools, two junior high schools, and one senior high school in the district. They spend 60 percent of their time working directly with elementary teachers, administrators, and librarians. They also spend about 20 percent of their time working at the junior high school level and ten percent at the senior high school level working directly with teachers, guidance counselors, administrators, and librarians. In addition, project staff spend some time with central office staff and the community. The project also has the services of a number of paraprofessionals who serve as instructional aides. Each aide is assigned to one school building and works directly with teachers and students in any activity which promotes career education.

School Staff. Teachers working in the classroom and guidance counselors working outside the classroom carry out career education instruction in this district. Guidance personnel also chair committees of teachers from each subject area in each school and serve as leaders for implementation of career education. In the schools served by the project, about 80 percent of the elementary school staff, 60 percent of the junior high school staff, and 80 percent of the grade 10 staff in the senior high school actively participate in career education.

Training. The project staff have worked with local school staff and consultants from higher education institutions to orient all of the staff in the schools served by the project and to provide more intensive training for 80 percent of the administrators and 20 percent of the teachers, counselors, and librarians. Training sessions were held during school, after school, and in the evenings, and participants received either released time or college credit. Training sessions included workshops, demonstrations, and group discussions with project staff. Training focused on curriculum development but also provided information on the world of work, the use of community resources, and teaching techniques. The district is also beginning to use sensitivity training and inquiry methods in teacher training. About 95 percent of the materials used in training are locally developed but the project is beginning to use more commercial materials and commercial company trainers. Most of the materials used are intended for students although some professional materials are used.

Community Resources. The project staff have published a catalog of community speakers and field trips and are now compiling a listing of student work sites. Project staff are also available to arrange speakers and trips when requested.

Curriculum Materials. About 75 percent of the career education instructional materials used in the district are locally developed. The project staff train school staff to develop curriculum guides and student materials. They then edit, print, and disseminate, these materials. Project staff have also worked with school staff to identify useful commercial materials which are purchased and placed in specific classrooms or circulated throughout the district. Student materials and professional materials are available for all grade levels K-10. About 80 percent of these materials are in print and the remainder are audiovisual.

Some materials produced by the project are described below:

1. Career Motivation: Implementation Guide
   Print, 11 pages, intended for teachers, grades K-6.

2. Activity Guides for Each Subject Area.
   Print, 300 pages total, intended for teachers, grades 7-8.
3. Guides for Exploring Careers in Various Occupational Clusters.
   Print, 700-800 pages total, intended for teachers, grades 9-10.

An Idea That Worked. This project has the full-time services of paraprofessionals who serve as instructional aides in the buildings participating in the project. Because of their continued presence in the buildings, they are able to stimulate a great deal of career development activity on the part of the teachers with whom they work on a day-to-day basis. They serve as resource persons for the classroom teachers and sometimes initiate new kinds of career development activities. The aides obtain materials, make arrangements for activities, and free classroom teachers to work with small groups on special projects. Having an aide available full time in a building encourages all teachers in the school to pursue more career education activities.and offers the back-up services which are so often needed.

CAREER DEVELOPMENT PROGRAM
Mansfield City Schools
Mansfield, Ohio

District and Project Information: 1973-1974

District Population:	54,000
Type of Area:	Urban
Students' Background:	79% White
	20% Black
Annual Family Income:	45% $10,000-14,999
	40% $15,000-19,999
	5% $ 5,000- 9,999
	5% Under $5,000
	5% More than $20,000

Contact Person:

Ms. Constance K. Carse
Career Education Coordinator
270 West Sixth Street
Mansfield, Ohio 44902
(419) 522-0611

	District Schools	Project Schools
Number of Schools	20	10
Grade Levels	K-12	K-10
Number of Staff	800	250
Number of Students	11,000	4,500

Years of Project Operation: 4
Number of Project Staff: 4 Full-time
2 Part-time

Project Funding:

State	$97,520
Local	11,000
Total	$108,520

Approach to Career Education. All project teachers adapt and use curriculum materials provided by the project staff. Project staff demonstrates methods and materials in the classroom, helps teachers to develop curriculum, locates community resources and arranges for real experiences in the classroom and in the community. The project's goals are to provide awareness of career options, to relate skills developed in academic courses to vocational skills, and to help students develop sound values and attitudes toward self and work. Teachers receive inservice training in the career development process, and they learn methods and content for classroom use. All students in the project schools participate in the program.

Project Staff. There are seven people on the project staff: the program coordinator, who works full-time; three resource teachers for grades K-6 (two full-time, one part-time); one resource teacher (full-time for grades 7-8); one resource teacher (part-time for grades 9-10); and one secretary. The program coordinator spends 30 percent of the time working with community members, 40 percent in program development, 5 percent with classroom teachers and 15 percent with career staff. Resource teachers spend 80 percent of their time with classroom teachers, 10 percent with community members, and 10 percent with curriculum development.

School Staff. Career education instruction is carried out by classroom teachers who are assisted by project staff both in the classroom and in development of curriculum materials. Participating teachers include all the elementary teachers in the project schools (about one-half of the district's teachers), all teachers in grades 7-9, and approximately one-third of the teachers in senior high school grade 10.

Training. Training takes place in school and in university seminars on a relaeased time basis, with compensation or graduate credit. Training is conducted by university professors, career staff, and members of the business-industrial community. All teachers in participating schools have received some training and one-third of the participating teachers have received extensive training. Inservice training has been conducted by grade level and by discipline in the philosophy of career education, the use use of materials and classroom methods. Training materials incluse state career guides, texts, lectures, demonstration teaching and field experience. Career education staff members have worked with consultants in program planning, the philosophy of career education, and evaluation, both individually and as a group.

Community Resources. The career staff has arranged for a wide variety of community speakers and field observations for both elementary and secondary students. Through the cooperation of the Chamber of Commerce and the Rotary Club, work observations and experiences have been arranged for all secondary students who elect to take advantage of this opportunity. The Business and Professional Women's Club conducted a full-day's workshop for secondary girls and at this time the girls could talk individually with women engaged in a wide variety of occupations. Over 400 girls attended this workshop. The Chamber of Commerce has appointed a Task Force on Economic Education to work with teachers in developing career-oriented instructional materials. As a result of this effort, two experience-related units will be adopted as a part of the school curriculum during the 1974-75 school year. Local manufacturers have conducted inservice meetings for teachers, designed to familiarize them with the opportunities and training required to enter occupations available in local businesses.

Curriculum Materials. As stated previously, our career program has been based on the objectives and experiences set forth in the guides developed by the State of Ohio. In keeping with the philosophy that career education should be implemented within the existing curriculum, we have not attempted to develop formal curriculum guides. In fact, experience has shown that distributing excessive amounts of printed materials produces negative results. We have reproduced, in a resource guide for each component, samples of effective learning experiences developed by teachers and we have developed sound-filmstrips and slides for implementation in the elementary social studies curriculum.

Materials produced by the project are described below.

1. Workers Make The World Go Round.
   Film, intended for students in primary grades; this introduces children to many of the workers on whom they depend. The film shows these workers (including Mother) at their job sites, and is used by teachers to stimulate inquiry and develop awareness of the many tasks performed in the world of work.

2. Careers in Farming.
   Film, intended for students in middle grades; this provides information on the variety of skills and tasks performed in the production of food.

3. Careers in Transportation.
Film; this illustrates the interdependence of workers, the economic importance of transportation in distributing goods and services, and an awareness of the skills required to perform the various tasks.

4. Careers in Leisure and Recreation.
Film, intended for students in intermediate grades; this illustrates the way in which an interest can lead to a career choice and identifies the tasks performed in providing for leisure and recreational pursuits. This is used by teachers as a motivational aid for children to explore the need for recreation and the wise use of leisure time.

5. Slides.
These are for children's use in determing the roles and responsibilities of family members, producers and consumers, tax-supported services, goods and services, etc.

6. Complete Units.
Printed materials; intended for teachers. These require six weeks or more of classroom time, and have been developed by teachers in several disciplines for the Orientation and Exploration components.

7. Printed Materials.
Two economic units have been developed in cooperation with the Chamber of Commerce Task Force on Economic Eduation and will be available following revision.

An Idea That Worked. As with any other curriculum emphasis, the responsibility for effective implementation of career education rests with the classroom teacher, and so classroom teachers and administrators must be aware of the career development process. In cooperation with the College of Education of the regional campus of The Ohio State University, exploratory experiences are provided for freshman students who say that they will enter this college. As part of this program, participating teachers are expected to enroll in the career development seminars and administrators are invited to participate in the seminars too. One seminar dealt exclusively with career development as a lifelong process. Teachers took a battery of tests (Meyers-Briggs, Edwards Personal Preference, and OVIS) in the opening session. PACE (Personal and Career Education) workshops, including the identification of life decision points, influences on career decision-making, and current attitudes toward careers, preceded the development of supplementary materials to implement the career program. There was a decided change in the quality of the career-based materials that were developed as a result of the teachers' self-examination of their career decision-making processes. Subsequent seminars were held to produce teaching guides for audiovisual presentation, bulletin boards, class visitations, discussions, field trips, home visitations, parent conferences, and parents materials, all of which were based on the philosophy and goals of career education.

Another Idea That Worked. As part of the student's exploration of the world of work, ninth-grade students were given a day to spend some time in that world: if possible, in the field in which their parents worked. This was called "Time On The Job with Parents." A letter to parents explained that the teachers were interested in having the students spend time with them for two reasons. First, the contact it gives these young people time with them for two reasons. First, the contact it gives these young people with the world of work and second, for the opportunity it gives them to see exactly what parents have to do to bring home the paycheck. If students had previously accompanied their parents to work, or if the nature of the parents' work made observation impossible, students could choose another adult and accompany him instead. Follow-up activities were extensive and they included student reports, guest speakers invited by the students, and displays set up by students inclusing tools, pictures, and product samples. The experiences covered a wide range. Two students watched in an operating room while their fathers performed surgery and another boy accompanied his telephone-lineman father as he ran down trouble. If the students could not make these arrangements themselves, then teachers helped and 95 percent of the ninth grade students took advantage of this opportunity. Benefits were far reaching. Parents reacted very positively and many said they had no idea their son or daughter had any interest in how they made a living. Employers frequently reported on the experiance in house-organs or newsletters and the community had an excellent opportunity to learn about the goals of the career education program.

CAREER EDUCATION PROJECT
Mad River-Green Local School District
Springfield, Ohio

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Suburban

Students' Background: 99% White

Annual Family Income:
50% $10,000-14,999
20% $15,000-19,999
15% $20,000 or more
10% $ 5,000-9,999
5% Under $5,000

Contact Person:

Ms. Mary Anna Elam
Director of Career Education
3920 Fairfield Pike
Springfield, Ohio 45502
(513) 325-6466

	District Schools	Project Schools
Number of Schools	6	6
Grade Levels	K-10	K-10
Number of Staff	173	173
Number of Students	3,539	3,539

Years of Project Operation: 4

Number of Project Staff: 4 Full-time

Project Funding:

State	$70,400
Local	14,133
Total	$84,533

Approach to Career Education. The project approach is to utilize visiting experts and mothers' helpers mixed together. The project staff works with all students and staff for levels K-10 and makes use of any commercial or homemade materials that will get the job done. The project aims at both large group experiences, such as working with 200 students taking inventory for large department stores, and individual jobs such as mowing grass, babysitting, being a lab assistant in a local chemical laboratory and one-day hands-on experiences.

Project Staff. Project staff consists of a director and three coordinators. There are also six non-certified teacher aides and a secretary. All staff is full-time. Coordinators spend 80 percent of their time working with teachers in the classroom demonstrating materials and techniques. They spend 10 percent of their time in the business community and 10 percent in inservice training at local and outside career sites. One coordinator serves grades K-6, one 7-8, and one 9-10. The director supervises the staff, arranges district-wide inservice training, handles supplies and oversees the budget. He also helps with the state and local policies and programs.

School Staff. All teachers, as well as most of the non-certified staff, are involved in career education. Teachers serve as resources for each other's classes and are responsible for the incorporation of career education concepts in the curriculum. Guidance counselors help in pre and post-testing, administering the General Aptitude Test Battery, the Ohio Vocational Interest Survey and the Interest Check List. They interpret tests to teachers, parents and students. All teachers and counselors are involved in curriculum development with the aim of activity-centered career education integration.

Training. In implementing the career education program, teacher re-education became one of the primary thrusts. In preparation for the first year of the program, a four day summer workshop was held to present the program and the expected role of each participant. Pre-planning time was allowed, suggestions were made and specific questions were answered. After the teachers were given time for trial of the concepts and integrating them into the curriculum, a three-hour inservice sharing of problems and ideas was held at each grade level. The objectives and activities were reinforced by district personnel. Two additional inservice meetings (one day each) were held for the total staff utilizing Ohio State University personnel. These meetings were for philosophical development and demonstrating materials utilization. Teachers later met in a short session to evaluate the program, its status and direction. During the summer teachers visited five to seven businesses or industries to observe work, to find out what materials and/or experiences would be available to the schools and/or individual classrooms. Training preparation for the second year was also extensive. After an orientation for new staff, all staff reviewed summer activities and new goals for the coming year. All certified staff completed an inservice assessment instrument designed to define district populations more effectively. The results were summarized and a specific two-year prescription for inservice has been tentatively devised. Leadership effectiveness training is prescribed for all administration and is in effect at the present time. Teacher effectiveness training is prescribed for department heads and building leaders. Curriculum writing to include career education concepts and to change to an activity-centered teaching style has been included in the program. Wright State University personnel have provided the leadership for this inservice unit. Current year special programs included an exchange with other career education school districts' master teachers who demonstrated teaching techniques. Next year, summer activities will include departmental inservice at which each department will go through all of its texts and locate good points at which to integrate career education concepts, simulations, field trips, guests and activities which would make these courses into an activity-centered curriculum. Business and industry will provide special in-depth inservice for teachers in the fall. All teachers are paid for the time spent in inservice training; administrative personnel are not.

Community Resources. The project coordinators and director make regular visits within the community. An advisory board made up of representatives of small local businesses offer advice for obtaining resources. The ninth and tenth grade students make business contacts in order to obtain hands-on experience. This initiative is followed by a call from the coordinator or aide to confirm and/or explain the program to the business contact. About 1000 such calls are made per year. Some businesses have "adopted" a class, providing field trips and speakers for students and in-depth inservice for the teachers. Some industries have provided sound-on-slide presentations of jobs, workers and attitudes necessary in their business. One-to-one personnel contact has been the key. Appreciation and acceptance of those things which are offered are important. Every field trip and speaker is evaluated and cataloged for further use.

Curriculum Materials. All curriculum guides are locally developed, although project staff do collect guides from other districts to use as samples. Developed material is used mainly by teachers of grades K-10. Curriculum materials are mostly in print, except for some locally developed audiovisual materials.

Materials produced by the project are described below:

1. 100 Units Designed to Be Infused Into Regular Curriculum Course Outlines. Print; intended for use by teachers of grades K-10. This covers all subject areas.

2. Career Education Guide by Grade Level. Print; intended for use by teachers of grades K-10. Subject area texts are used as basis for the development of correlated career education guides.

An Idea That Worked. Each ninth and tenth grade teacher sponsors each of his students in one hands-on experience. This is not necessarily and out-of-house experience but often it is. Teachers frequently draw from student experience for reports to the class, for a part of a larger project or for their own information. In addition, the school calls every parent of the ninth grade students and tries to get them to come to school and bring the tools of their trade as well as audiovisual materials. The ninth and tenth grade students then visit with the parents and discuss jobs and places of employment. This is a night project.

WORLD OF WORK CONTINUUM
Warren City Schools
Warren, Ohio

District and Project Information: 1973-1974

District Population:	10,000 - 24,999
Type of Area:	Urban
Students' Background	76% White 23% Black
Annual Family Income:	40% $10,000-14,999 20% $ 5,000- 9,999 15% $15,000-19,999 15% Under $ 5,000 10% $20,000 or more

Contact Person:

Mr. Michael A. Zockle
Coordinator
Warren City Schools
Administration Annex
585 East Market
Warren, Ohio 44483
(216) 841-2260

	District Schools	Project Schools
Number of Schools	22	14
Grade Levels	K-12	K-10
Number of Staff	700	450
Number of Students	14,000	8,500

Years of Project Operation: 4

Number of Project Staff: 3 Full-time
19 Part-time

Project Funding:

State	$180,000
Local	30,000
Total	$210,000

Approach to Career Education. Career Education should reach and serve all students through specialized, individualized programs. Inservice training for life and career planning is a key factor.

Project Staff. There is one Career education coordinator who serves grades K-10 and one full-time career education specialist at the high school level. There are thirteen part-time career education staff members at the junior high and elementary school levels. All of these people work together to incorporate career education into the curriculum.

School Staff. Two-thirds of the district schools are involved in the project. Nearly all the teachers in these schools participate in career education. Specialists work in each school building and provide positive reinforcement and instruction to staff members. Many schools which are not presently involved in the project are beginning to apply career education concepts to the curricula.

Training. Training is closely supervised by the career education coordinator. About twenty persons participate in relaxed training sessions usually led by a university professor. All sessions employ think-tank techniques and begin with activities which supply positive reinforcement. The primary goals of training are to better understand the philosophy of work, what motivates people to work in specific fields, individual problems commonly found in working environments, and various incentives in given jobs. Course credit and stipends are made available to teachers who participate in the sessions.

Warren, Ohio

Community Resources. The staff works closely with the Industrial Institute to involve the community and its resources in the project. The institute was instrumental in developing contacts for staff members in the business community. The Jaycees, Rotary Club and other community groups helped to create one-to-one exploratory experiences for high school students.

Curriculum Materials.. The primary curriculum guide was adapted from a state model. Its framework is based on concepts of the individual's relationship to his environment, skills and employment possibilities, economics and decision-making abilities. Current events and issues are applied to the career education process with an emphasis on the importance of problem solving and decision making. Most of the materials for the project are locally developed.

Materials produced by the project are described below:

1. World of Work K-10 Continuum.
   Print, 122 pages, intended for overview, all grade levels.
2. A Beginning - Career Education for Educating the Mentally Retarded.
3. Development 0 + Non-Sexual Role Stereotyping
   Print, 18 pages, intended for teachers, all grade levels. Sample lessons
4. School Gardening.
   Print, 17 pages, intended for teachers, grades 4, 5, 6. Work-based, hands-on approach.
5. W.O.W. K-6 Curriculum.
   Print, 81 pages, intended for teachers, grades K-6.
6. (Three) Media Materials for Classroom.

   Print, 35 pages, 20 pages, 15 pages. Lists selected kits, books, and films relating to career education.
7. Affective Education (two units).
   Slides and tape, 6 minutes, 12 minutes.
8. Program Overview (two units).
   Slides and tape, 12 minutes each.

An Idea That Worked. We developed an inservice program which placed a teacher in business or industry in one of fifteen hands-on jobs. The teacher remained in his or her position for three weeks. He or she later brought the work experience successfully to the classroom. See "A Teacher Wore a Hard Hat," in the October 1973 issue of Career Education Digest.

ACADEMIC AND WORLD OF WORK GAP-BRIDGING THROUGH CAREER EDUCATION

Oklahoma City Public Schools
Oklahoma City, Oklahoma

District and Project Information: 1973-1974

District Population: 500,000-999,999

Type of Area: Suburban and Urban

Students' Background:
63% White
30% Black
5% American Indian

Annual Family Income:
35% Under $5,000
35% $ 5,000- 9,999
20% $10,000-14,999
7% $15,000-19,999

Contact Person:

Mr. Tom DeSpain
Career Education Coordinator
Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73106
(405) 236-2661

	District Schools	Project Schools
Number of Schools	104	43
Grade Levels	K-12	5-12
Number of Staff	2,800	250
Number of STudents	52,000	7,800

Years of Project Operation: 1

Number of Project Staff: 4 Full-time

Project Funding:
Federal $ 133,000

Approach to Career Education. The career education project has been implemented in all fifth level classes and in selected seventh through twelfth level classes. Students' tentative goals are pursued through industrial arts, business and home economic classes, and are enhanced by guest speakers, field trips and hands-on activities. Curriculum guidance and job placement are provided for all students interested in the program. In addition to the general student population the project is particularly concerned with involving potential drop-outs in career education activities.

Project Staff. Four certified staff members are employed full-time on the project. This includes a project director who works in cooperation with central office personnel, building principals and project staff; a liaison specialist who spends 50 percent of his time with potential drop-outs, 30 percent of his time in the community and 20 percent of his time with home school counselors; and two occupational information specialists who are involved 50 percent of the time with television awareness broadcasts, and 50 percent with fifth year teachers. All fifth year classes, nine middle schools and seven high schools in the district are served by the project.

School Staff. Both classroom teachers and guidance personnel carry out career education instruction. This includes all of the fifth year and 25 percent of the industrial arts teachers, all of the home economics teachers and 10 percent of the business teachers in the district.

Training. Training sessions, conducted by the project staff, took place at schools and at the central office. Ten percent of the teachers in the district received training including all fifth year teachers, counselors and principals, all home education teachers, all industrial arts teachers and 15 percent of all business teachers. Training materials included audiovisual aids, guest and project staff speakers, videotapes, and materials used by other districts.

Community Resources. Business and industry were the most useful community resources. The project staff contacted over 200 businesses for field trips and received 56 positive responses for guest speakers. The fifth grade level will hear three speakers and have one field trip per year. Seventh through twelfth grade levels will use community resources at random.

Curriculum Materials. The "suitcase" idea has worked very well as a tool to enrich student knowledge of careers. Materials that are fun and informative for students have been assembled into suitcases or kits which represent each of the 15 career clusters. A suitcase containing guidance information has also been assembled. These suitcases are intended for fifth year students and provide games, puzzles, game boards, ideas for original projects, filmstrips and slides, taped stories, and picture books illustrating careers. The use of these kits is coordinated with other career awareness materials, including the following: bulletin board ideas from Sand Springs, Oklahoma; Houghton-Mifflen career education notebooks for teachers of grades K-6, and 10-12; and a list of free career education materials from San Springs, Oklahoma for teachers of grades K-12.

Materials produced by the project are described below:

1. Careers, Careers, Careers
   T.V. Broadcast/videotape, 25 minutes, intended for fifth year students. Fifteen on career clusters, one on NASA careers, One Introduction, One Guidance.

2. Suitcase Guidelines
   Suitcases containing printed materials, games, puzzles, etc. Intended for teachers and students, grades 5-12.

EXEMPLARY ELEMENTARY DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM
Millwood School District
Oklahoma City, Oklahoma

District and Project Information: 1973-1974

District Population:	2,500-9,999
Type of Area:	Suburban
Students' Background:	90% Black 10% White
Annual Family Income:	50% $10,000-14,999 15% $15,000-19,999 15% $ 5,000- 9,999 10% $20,000 or more 10% Under $5,000

Contact Person:

Ms. Mary Louise Butts
Counselor
Millwood Public Schools
6700 North Eastern
Oklahoma City, Oklahoma 73111
(407) 478-0865

	District Schools	Project Schools
Number of Schools	1	1
Grade Levels	K-12	K-12
Number of Staff	55	32
Number of Students	1,000	600

Years of Project Operation: 3

Number of Project Staff: 7 Full-time

Project Funding:

Federal	ESEA, Title III	$39,648
Local		1,450
Total		$41,098

Approach to Career Education. The basic goal of the career education program was to provide a better understanding of the world of work and its relationship to school subjects for all elementary students. Teachers developed units of work around this concept to be used in their classrooms. Counselors and aides assisted in the implementation of the project. Students visited various businesses and were introduced to various occupations by workers who visited the classrooms. All students were included in the program.

Project Staff. The project staff consist of three counselors, two secretaries, and two office aides. One counselor works with kindergarten through third grade students and one works with fourth through sixth graders. The third counselor is a visiting counselor who visits in the childrens' homes. The aides and secretaries prepare materials and work with the teachers and students. These services are provided for all children in district schools, grades K-6.

School Staff. The staff includes all persons working with students in grades K-6. The counselors and aides made special efforts to foster the ideas of career education, by visiting the classrooms and presenting information as well as assisting the classroom teachers in planning and presentations.

Training. All faculty members attended a workshop, sponsored by the State Department of Education, at a local university. Effort was made to present ideas about ways career education and counseling could be presented by the classroom teacher in the regular classroom setting. Various members of the State Department of Education worked with the counselors in promoting the program.

Community Resources. Questionnaires were sent to the student's parents to find out their occupations. They were asked if they would be willing to have a class visit them at their jobs or if they would come to the classroom to speak about their work and its relationship to school work. The counselors were responsible for tabulating this information and making arrangements for using these resources in the best educational manner.

Curriculum Materials. Practically all materials used in the project were purchased from various companies. Several new materials were field tested for the State Department of Education and will be printed by them.

Materials produced by the project are described below:

1. Millwood Project
   Videotape, 25 minutes, intended for teachers and interested persons, grades K-6. Describes program used in guidance department.

An Idea That Worked. Parents were contacted to see if they would allow field trips to their place of work. If there was no objection classes went as groups to visit one of their fellow classmate's parents at work. While there, the parent showed the class around and explained what his or her particular job entailed. Numerous different work sites were visited to enable students to see the importance of all kinds of work.

CAREER EDUCATION PROJECT
Canby Union High School
Canby, Oregon

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Rural

Students' Background: 97% White

Annual Family Income: 50% $10,000-14,999
25% $ 5,000- 9,999
20% $15,000-19,999

Contact Person:

Mr. Ralph Anderegg
Career Education Director
721 S.W. 4th Avenue
Canby, Oregon 97013
(503) 266-1181

	District Schools	Project Schools
Number of Schools		1
Grade Levels		9-12
Number of Staff		56
Number of Students		1100

Years of Project Operation:

Project Funding:

Number of Project Staff: 1 Full-time

Total $11,500

Approach to Career Education. Canby Union High School is persuing career education as part of a comprehensive high school program. Emphasis has been upon the development of occupational cluster programs (along with exploratory programs) in agriculture, clerical and secretarial work, accounting, marketing, industrial mechanics, electrical engineering, health services, building construction, food services, child services, and cooperative work experience. Career education concepts are being infused into the entire academic curriculum and interdisciplinary activities are undertaken. New graduation requirements make career education mandatory for every student.

Project Staff. Career education is implemented by the regular administrative and teaching staff. The high school's curriculum coordinator serves as the career education director. This is a full time, 12-months per year position. Many of the occupational cluster teachers are industry people certified for teaching because of their personal work experience, expertise in their fields, and continued professional growth as shown by their participation in education classes and workshop training.

Training. Teacher training is accomplished by university workshops and classes, and by local inservice activities.

Community Resources. Career advisory committees, made up of people from the community, provide assistance in obtaining speakers, work stations, and hardware materials. These committees' members are the project's most useful resource.

Canby, Oregon

Curriculum Materials. Occupational cluster guides developed by the State Department of Education and advice from the advisory committee are the basis for curriculum development. Very few commercially developed materials are used. Curricula are developed with student competency in mind and they are continually revised and updated.

Materials produced by the project are described below.

1. Industrial Mechanics Curriculum.
   Intended for teachers and students in grades 11 and 12.

2. Construction Cluster Curriculum.
   Intended for teachers and students in grades 11 and 12.

3. Secretarial/Clerical Curriculum.
   Intended for teachers and students in grades 11 and 12.

4. Agriculture Curriculum.
   Intended for teachers and students in grades 9-12.

5. Health Services Curriculum.
   Intended for teachers and students in grades 11 and 12.

An Idea That Worked. Canby High School hired a full-time businessman to assist with career guidance. Some of his duties include: giving "mock job interviews" to all freshmen, assisting students in obtaining part-time employment, assisting guidance counselors, interpreting the student General Aptitude and Test Battery (GATB), and helping students to use the Computerized Career Information System. He is available to all students for advice and assistance with their career plans.

OREGON CAREER INFORMATION SYSTEM
State of Oregon
Eugene, Oregon

State Information: 1973-1974

Population: STATEWIDE
Type of Area:
Students' Background:
Annual Family Income:

	State Schools	Project Schools
Number of Schools	1,000	200
Grade Levels	K-Adult	7-Adult
Number of Staff		
Number of Students		85,000

Contact Person:

Dr. Bruce McKinley, Director
247 Hendricks Hall
University of Oregon
Eugene, Oregon 97403
(503) 686-3872

Years of Project Operation: 4

Number of Project Staff: 8 Full-time
5 Part-time

Project Funding: (4-5 year total for development and operation)

Federal	$150,000
State	50,000
Local	150,000
Total	$350,000

Approach to Career Education. Recognizing that career development occurs over an extended period of time and requires current information which can be readily interpreted by clients (students), the State of Oregon has made provision for a statewide Career Information System (CIS) which provides localized, continually updated occupational information. Computerized and hand-operated needle-sort delivery systems are available to help students broaden their awareness of occupational titles. By processing a 25-item self-repeating questionnaire, the CIS staff generates a list of occupations which is consistent with student responses to the questionnaire. Occupational descriptions, education and training opportunities, and local resource people are also made available to the student. Students are encouraged to use the system as often as they like. (The average use is 2.2 times per student, per year.) Students are also encouraged to change their answers in order to obtain new lists of occupations and they are urged to discuss their results with their parents and counselors. The system is best utilized in concert with classroom or counselor decision-making activities as one possible source of information.

Project Staff. The project director is responsible for the overall administration and direction of the project. An operations manager has charge of fiscal and work control, and assists with inservice training of teachers. A labor market information analyst researches and writes accurate descriptions of occupations based on employment service information and other sources. He also coordinates local surveys when necessary. The coordinator of field services conducts inservice training of teachers and marketing efforts. He follows up inservice training with visits to teachers in local schools. There are a number of graduate assistants and interns who assist the full-time staff.

School Staff. The project staff train key local school district people in the use of the system. Hands-on experience in using the system as well as theoretical information about it are offered. Trained personnel then assist other personnel in utilizing the system. Grades 10-14 benefit most from the system although it has some application in grades 7-9 as well.

Training. Training usually takes place in a school where the system is going to be used. The training is conducted by project staff members and is required before approval is given by the Career Information System for the use of its materials and system. At least one person (a counselor, vice-principal, teacher) undergoes the inservice training but as many as possible are encouraged to participate. The purpose of the training is to orient counselors and teachers to the system -- its philosophy, materials, operating techniques, strengths and limitations.

Community Resources. Community service clubs are one means of obtaining resource people to whom clients may be referred for occupational interviews. These people are also used to review occupational descriptions. The Rotary Clubs of Lane County are one example of the kinds of organizations that have been extremely active in assisting local schools.

Curriculum Materials. Various materials have been developed which are used by teachers and counselors with students. Most are printed, but some are slide-tape programs.

Materials produced by the project are described below.

1. User's Handbook.
   Print, 16 pages. Intended for student use in grades 7-14. The booklet contains a questionnaire and operating instructions.

2. Coordinator's Handbook.
   Print, 20 pages. Intended for counselor and teacher use in grades 7-14. The booklet contains support information on how to use the system.

3. Oregon Career Information System.
   Slide-tape program, 15 minutes. Intended for use by counselors, teachers and public at all levels. This program orients people to the purposes and methods of the CIS.

4. Occupational Descriptions File.
   Print, 150 pages. Intended for student use in grades 7-14. It contains localized occupational descriptions.

5. Education and Training File.
   Print, 100 pages. Intended for student use in grades 7-14. It contains education and training opportunities for various occupations.

CAREER EDUCATION IN AREA II *
Portland Public Schools
Portland, Oregon

District and Project Information: 1973-1974

District Population: 360,000

Type of Area: Urban

Students' Background: 83% White
10% Black

Annual Family Income:

Contact Person:

Mr. Leroy Wallis
Career Education Specialist
8020 N.E. Tillamook
Portland, Oregon 97213

(503) 255-7210

	District Schools	Project Schools
Number of Schools	127	34
Grade Levels	K-12	K-12
Number of Staff	66,334	19,480
Number of Students	3,288	965

Years of Project Operation: 4

Project Funding:

Number of Project Staff: 38

Approach to Career Education. After discussing career education concepts with many school staff, several steps were taken. Teachers in grades K-6 requested teaching ideas and the project staff created many materials for them to use. For grades 7-10. a coordinator worked with principals and teachers appointed in each school as building-level coordinators to design and implement the project. The staff worked with teachers to develop project goals for each level and then to develop activities to implement them. The project drew upon state-developed materials and information from projects across the country to develop project goals and a definition of career education. The content of career education in this district deals with four aspects of life. They are the family, the citizen, occupational life, and avocation/leisure. Career education in this district contains vocational education. At the elementary level career education is infused in all subject areas. At the secondary level it is infused where appropriate and is offered in grades 11 and 12 in separate career cluster programs. The state of Oregon has established new high school graduation requirements which require all graduates to demonstrate competancy in career education, and this has spurred the project staff to continue their efforts in this area.

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* One of three attendance areas in Portland.

Project Staff. The entire school district of Portland employs one full time director and one full time career specialist. Attendance Area II employs two part time Attendance Area coordinators. The project also has 34 teachers who serve as career education building coordinators, one for each school served. The project staff work with 29 elementary schools serving students from grades K-8, three senior high schools, and two vocational schools. They divide their time equally between elementary and high school grades and spend most of their time working directly with teachers. They also meet with a staff advisory committee for the Attendance Area, and a community advisory committee.

School Staff. Classroom teachers and guidance counselors working both in the classroom and outside carry out career education instruction in this district. In addition to infused career education activities, certain teachers in grades 11-12 are designated as career education teachers and teach separate cluster courses. About 30 percent of the elementary school staff and 25 percent of the senior high school staff actively participate in career education.

Training. The project staff and consultants from businesses and the State Department of Education have conducted training for about half of the administrators and 38 percent of the teachers, counselors, and librarians in the area. Training sessions, which have taken place after school, have included workshops, the use of self-instructional materials, and group discussion with project staff. Training has included an orientation to career education and emphasized teaching techniques and the use of guidance in the classrooms, although some time was also devoted to information about the world of work, the use of community resources, curriculum development, and materials selection. About half of the materials used in training were professional materials and the others were materials intended for students. All were locally developed. Originally the project used state-developed training materials called Self Understanding Through Occupational Exploration (SUTOE) but staff now participate in locally-developed training programs for which they receive salary credit.

Community Resources. The project staff have developed a catalog of trips, community materials, and career center materials available for use in the project. They arrange for speakers, trips, materials, and career guidance activities to convey career education concepts.

Curriculum Materials. About three-fourths of the curriculum guides and student materials used in the district are developed by project staff and school staff. The remainder are drawn primarily from commercial sources and are purchased for placement in classrooms or career centers, or for circulation throughout the district. About one-fourth of the materials used in the district are intended for teachers at each grade level. The remainder are student materials, many at the high school level. About half of the materials used are in print and the remainder are audiovisual materials.

Materials produced by the project are described below:

1. Planning Guide For Developing A Five Year Career Education Program.
   Print, 100 + pages, intended for school administrators and teachers, grades K-12.
2. Career Education; An Idea Book
   Print, 100 + pages, intended for teachers, grades K-6.
   Activities cross-coded by subject area and grade level.
   activities, resources, bulletin board ideas, etc.
3. People in Products and Services Guide
   Print, intended for teachers, grades K-6.
   Sequential set of career units matched to activities in idea book, 6 units, one for each grade level.
4. Grade Level Activities
   Print, intended for teachers, grades K-10
   Activities are matched to performance objectives, life roles, and subject areas.

An Idea That Worked. In the original grades 7-10 project, staff designed the Attendance Area Planning System. This process is based on a multiplier effect that operates in this way. A planning team is selected from the Attendance Area schools and includes a career coordinator and principals from each school with added teacher representatives from the high school. The planning team is charged with the responsibility for exploring problems in depth and developing conceptual goals, plans, and directions. The same team then serves in a training role to carry the program they developed to a larger group. In practice, a small group, working in depth for a longer period of time, can produce better guidelines than a large group over a short period. The small group acting in a training role can carry the concept to a large group efficiently and at the same time, build total involvement and commitment. This process was used by Area II in developing their project and the staff gives much of the credit for their success to the use of this plan.

ALTERNATIVE SCHOOL CLUSTER PROGRAM
Coatesville Area School District
Coatesville, Pennsylvania

District and Project Information: 1973-1974

Contact Person:

Mr. David R. Weinraub
Principal
Scott Intermediate High School
8th and Olive Streets
Coatesville, Pennsylvania 19320
(215) 384-8100, ext. 11 or 12

District Population: 25,000-99,999

Type of Area: Rural, Small Town, Suburban and Urban

Students' Background: 70% White
30% Black

Annual Family Income: 30% $10,000-14,999
30% $ 5,000- 9,999
20% Under $5,000
15% $15,000-19,999
5% $20,000 or more

	District Schools	Project Schools
Number of Schools	14	5
Grade Levels	K-12	7-12
Number of Staff	430	15
Number of Students	8,000	

Years of Project Operation: 0

Project Funding:
State VEA $60,000

Number of Project Staff: 8 Part-time

Approach to Career Education. The goals of this program were to offer hands-on, pre-vocational, cluster training for students who were disadvantaged or potential dropouts in the eighth, ninth and tenth grades. These students were not gaining admittance to the local vocational-technical school, which is now part of an "alternative school" program. The use of the local vocational-technical school was secured for a 3-6 P.M. program. Seven clusters were identified. These included power mechanics, health services, personal services, manufacturing and maintenance, construction, graphics and business. Students were informed about the program and volunteered for clusters of their choice. They were allowed to try three different clusters during the school year. It is hoped that they have acquired an experience base sufficiently broad to enable them to make a career choice and perhaps develop some salable skills.

Project Staff. All project staff serve on a part-time basis. They are recruited from the local school district and vocational-technical school teachers. The director is a local teacher who coordinates and supervises the program after regular school hours. Participating students are recruited from the district's three junior and two senior high schools.

School Staff. All staff members dealing with career education are in add-on programs on either a full or part-time basis. There are 12 teachers and three counselors involved in career education at the secondary level. Administrators supervise in addition to fulfilling their regular duties.

Training. The training procedures acquainted participating teachers with the cluster concept and provided them with the behavioral objectives they needed for the new pre-vocational curriculum.

Community Resources. For this particular project no community resources were utilized, although extensive community resources are used in other projects.

Curriculum Materials. The curriculum was constructed by the teachers involved with the help of behavioral objectives previously identified in the context of clusters at the Admiral Perry Vocational-Technical School in Pennsylvania.

Materials produced by the project are described below.

1. Pre-Vocational Cluster Curriculum Objectives. Mimeographed print, 12 pages; intended for use by pre-vocational cluster teachers in grades 8-10, covers clusters previously identified.

An Idea That Worked. The availability of training in a number of clusters enables the students to sample many different skill areas using a hands-on approach. Students should then be able to make a career choice based upon experience.

A SCHOOL BASED TOTAL CAREER EDUCATION MODEL
Admiral Peary Area Vocational Technical School*
Ebensburg, Pennsylvania

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Rural and Small Town

Students' Background: 99% White

Annual Family Income:		
	35%	$ 5,000- 9,999
	35%	Under $5,000
	10%	$10,000-14,999
	10%	$15,000-19,999
	10%	$20,000 or more

Contact Person:

Dr. Edward H. Lareau
Associate Director for Research
Research Coordinating Unit
Admiral Peary Area Vocational-
Technical School (AVTS)
Route 422
Ebensburg, Pennsylvania 15931
(814) 472-6456

	District Schools	Project Schools
Number of Schools	28	8
Grade Levels	K-Adult	K-Adult
Number of Staff	600	190
Number of Students	11,500	4,200

Years of Project Operation: 2

Number of Project Staff: 8 Full-time

Project Funding:		
Federal VEA	$	327,000
Local		367,000
Total	$	694,000

Approach to Career Education. Career education is a concept, the implementation of which enables a person to acquire the necessary information, skills and self understanding to successfully make decisions and cope with situations related to his/her undertakings and resultant style of life. The project staff work primarily with teachers and counselors in developing and implementing curriculum emphasizing career education objectives and goals. Commercially available and project developed instructional materials for use by teacher and staff are provided in career resource centers located in each participating school building. Local business, industry, government and the Admiral Peary AVTS are utilized as learning excursion centers to enhance and complement classroom learning activities. Some of the project's goals are: 1) to help students develop positive concepts of self, attitudes, and values, 2) to encourage students to become aware of and develop occupational concepts and skills, 3) to help students develop the skills needed for successful interpersonal relationships, 4) to improve students' decision-making skills, 5) to expose elementary students to the world of work through a career awareness program, 6) to provide hands-on experiences for middle school students in a career exploration program so they may obtain sufficient first-hand knowledge to make general career decisions, 7) to integrate academic and vocational-technical curriculum at the secondary level in conjunction with cooperative education and placement activities in order to prepare students for a variety of occupational or educational endeavors, 8) to develop a total educational continuum, K-14, which offers opportunities, information and experiences to students at all grade levels so they may become aware of the various occupations, relationships between occupations, and the roles that chosen careers will play in their personal, social and economic lives. 9) to provide all students with the necessary and appropriate information for them to practice responsible decision making.

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* This project serves five school districts.

The first steps in gaining pursuit of these goals involved planning teacher workshops, administrative support, and organizing a cooperative effort between local school district curriculum coordinators and project staff. The vocational-technical school was used for some learning excursions to gain hands-on experience, for an apprenticeship program for 9th graders, and as a source of speakers, students, faculty and staff, who are informed about certain occupations. In the career awareness phase, students in the elementary grades will be exposed to, and handle, actual materials and equipment in the various occupational clusters of the Area Vocational-Technical School. These activities will be coordinated with learning themes in the home school classrooms. In the Career Orientation phase, students in the middle school grades will gain hands-on experience at the AVTS. Ninth grade students will serve two one-week periods of classroom apprenticeship at the AVTS. In the career preparation phase, students in grades 10-14 will pursue programs that integrate both home school and AVTS curriculum modules to provide a competency-based education. Work-study and cooperative education experiences will be an integral part of the preparation programs. Placement services for exiting students, to be coordinated by a placement officer and an industrial relations officer, will include (a) immediate employment, (b) post secondary occupational programs and (c) higher eduation programs. The School-Based Total Career Education Model should make the educational experiences of students at all grade levels more meaningful in terms of the long range question, "What do you want to do when you grow up?" Furthermore, because of expectations of increased self-awareness, improved attitudes about the personal, social and economic significance of work, and more developed decision-making skills, the students should be able to lead more meaningful and rewarding lives both as students and, after they leave school, as working citizens. Teachers should benefit from the program in that they will become more aware of the wide range of occupational and educational opportunities open to their students. All students, in grades 1-12 as well as in post secondary, adult education and special education programs, are the project's target population.

Project Staff. There are eight full-time professional staff members. These include a research associate for elementary curriculum, one for middle school curriculum, one for secondary school curriculum, one for career guidance and counseling, one for industrial relations, an associate director for research, a research associate and an assistant for data processing. All of these persons except the director for research and the research associate for data processing spend 50 percent of their time in curriculum development, thirty percent training classroom instructors and 20 percent working with parents, members of the community, and the schools' administrative staffs. The director for research devotes about 60 percent of his time to administrative matters, 25 percent to working with project staff and 15 percent to classroom instruction. The research associate for data processing spends 85 percent of his time in systems analysis and programming and 15 percent working with classroom instructors. In one of the five school districts participating in the project, 50 percent of the students at all grade levels are involved. In all of the school districts all of the vocational-technical students and 50 percent of the business students are involved in the career education program. Fifty students from two state hospitals and 20 teachers and teachers' aides participate in the program for multihandicapped students. This involved classes which met for two hours a day, five days a week and continued for sixteen weeks at the Area Vocational-Technical School.

School Staff. A cooperative effort is established in carrying out career education instruction in classrooms between the project coordinators and the classroom instructors. The project coordinators established career resource centers for use by classroom instructors and students in each school building in the district. Two-thirds of the elementary school teachers and students, one-third of the middle school, and one-third of the high school instructors and students participated in the career education program. All vocational-technical school instructors participated. In terms of the teaching staff this meant that 25 elementary school, seven middle school and 10 high school instructors were involved in the program as well as 26 vocational-technical and nine business education teachers.

Training. Project staff and consultants have conducted 40 hours or more of training for all professional education staff in one of the school districts supporting the AVTS. Training emphasized career education concepts, appraoches used by other projects and the beginnings of curriculum development through behavioral objectives. A 1 week workshop and a full day of inservice were the initial methods of conveying this informaiton. Career education personnel were available in each of the participating schools throughout the year to work with individual administrators, teachers and counselors. The majority of the materials developed or obtained commercially were student rather than teacher oriented. The entire faculty of the AVTS has received a total of eight weeks of special seminars and inservice training for the vocational education component of the project. The AVTS is a new school, in its second year of operation, with a total commitment to the career education concept. College credits were given by Pennsylvania State University and by the University of Pittsburgh for summer workshops related to the project.

Community Resources. The project staff and local instructors have utilized members of the community as speakers. Learning excursions to community job-sites have also been conducted. Community government, business and industry leaders have been surveyed to determine their feelings about career education, and advisory committees are being developed. In addition, the Admiral Peary AVTS has an extensive cooperative program which is designed to enable secondary students to gain hands-on work experience both during and after school hours for pay as well as for high school credit toward graduation. Technical advisory committees exist for the 20 programs of study offered at the AVTS.

Curriculum Materials. Approximately 40 percent of the curriculum materials used in the district are locally developed, primarily by the career education staff. Additional materials have been purchased or obtained free of charge from commercial and non-commercial sources. About 90 percent of the project's career resource materials are designed for student use with the teacher or career education personnel acting as facilitators. Of the materials now available, half are designed for use by elementary and middle school students and half are for secondary student use. Approximately 40 percent of the materials used are in printed form and most of the remaining 60 percent are cassette/filmstrip presentations.

Materials produced by the project are described below:

1. Family Workers
   Print, 12 pages, intended for teachers and students, grade 1.
   Supplemental activities to correlate with career education objectives.

2. Workers In Our School
   Print, 22 pages, intended for teachers and students, grade 1.

3. Community Service Workers
   Print, 22 pages, intended for teachers and students, grade 2.

4. Career Cluster Symbols Redesigned
   Printed symbols, 17 pages, intended for teachers and students, grades 1-5. Description of occuaptional clusters.

5. Ninth Grade Apprentice Program
   One week apprenticeship, intended for students, grade 9.

6. Information Service
   Computer programming, intended for teachers and students.

An Idea That Worked. One of the basic aims of the career education movement is to establish a system which enables a person to gain the necessary information, skill and self-understanding to successfully make decisions and cope with situations related to his/her career undertakings. It is with this concept in mind that the Ninth Grade Career Experience was developed. Before any actual work with students began, it was necessary for counselors and/or administrators to fully explain the purpose of the project. The cooperation of teachers who were involved was essential. Participating students missed approximately half of their classes for 5 consecutive days. Those who were involved in the model were held responsible for notifying their instructors and completing their home-school class assignments in addition to the work required at the career experience site. The vast majority of students involved attended classes at the AVTS for one week. This was their career experience site. The first student contact came through a general assembly of all ninth grade students early in the school year. Assembly activities included: a slide presentation of all available career experience sites, a brief written explanation of the program for student and parent information, a brief oral explanation of the program, distribution of an application form for indication of student interest and parental consent, answering of individual student questions. Approximately one week after the initial assembly, coordinators of the program were available for an entire day to collect completed application forms and discuss items of concern to students considering the program. Study periods, time between classes, lunch periods and class release time were used as ways of freeing students to meet with project coordinators. Notification posters and loudspeaker announcements stating the place and date where forms would be collected and where home-school coordinators would be available were an effective means of getting general program information to students. Applications were sorted and students were assigned to work at various career experience sites. Group meetings of all students participating were held each month to discuss safety factors and precautions on the job site, special clothing required, procedures for gaining permission from appropriate school personnel, and directions and procedures to be observed at the job site. Students found this career experience program very rewarding. Follow-up evaluation instruments were designed and used, but it is felt that more meaningful personal interaction between school personnel and students, such as group counseling, would be extremely beneficial.

CAREER EDUCATION PROJECT
McKeesport Area School District
McKeesport, Pennsylvania

District and Project Information: 1973-1974

District Population: 55,000

Type of Area: Suburban and Urban

Students' Background: 85% White
15% Black

Annual Family Income: 60% $ 5,000- 9,999
30% $10,000-14,999

Contact Person:

Dr. Henry F. Durand
Career Education/Counseling
McKeesport Area School District
402 Shaw Avenue
McKeesport, Pennsylvania 15132

(412) 672-9731

	District Schools	Project Schools
Number of Schools	19	19
Grade Levels	K-12	K-12
Number of Staff	550	550
Number of Students	10,000	10,000

Years of Project Operation: 2

Number of Project Staff: 7 Full-time
1 Part-time

Project Funding:

Federal	VEA Part C	$117,000
Local	In-Kind	11,500
Total		$128,500

Approach to Career Education. In this project the emphasis or theme of career education at the elementary level is Awareness. At the junior high school level, this basic theme is maintained but a second emphasis of Career Exploration is added. This new emphasis provides the junior high school student with experiences both in and out of the classroom that aid him in assessing his interests, abilities, values, and needs as they relate to occupational roles. By the time the student reaches the senior high school, the emphasis of career education shifts toward Preparation for one of three possible outcomes: immediate employment upon graduation, post high school training programs, or pursuit of a baccalaureate degree. At all levels the career education curriculum emphasizes work, leisure, interpersonal skills, and decision making. At the elementary level career education is infused in one or more subject areas at the decision of each teacher. At the secondary level it is infused in the social sciences, English, and science. In career education instruction teachers attempt to link content to action and a reality base. They use discussion, student projects, hands-on experiences, and student learning stations to convey career education concepts. Career education parallels vocational education in this district.

Project Staff. The project employs a director, two elementary coordinators, two junior high school coordinators, a senior high school coordinator, a career resources coordinator, and a job placement coordinator. All are full time except for one of the junior high coordinators. The project staff serve all of the schools in the district. They spend most of their time working directly with teachers and guidance counselors. About 20 percent of their time is spent with elementary school staff, 40 percent with junior high staff, and 20 percent with senior high staff. They also spend some time working directly with community representatives and have some contact with central office staff.

School Staff. Teachers work in the classroom and guidance counselors work both in the classroom and outside to carry out career education instruction in the district. About 60 percent of the elementary school staff, 20 percent of the junior high school staff, and two percent of the senior high school staff actively participate in career education.

Training. Project staff and school staff have oriented all of the administrators and 60 percent of the teachers, counselors, and librarians in the district to career education. They have also provided training for ten percent of the administrators, and 50 percent of the other school staff. Training sessions have taken place during school and in the summer and staff have received payment for participation. Training sessions have included workshops, individual conferences with project staff, and the use of videotapes. Sessions have included information on the use of community resources and have emphasized teaching techniques and curriculum development. About 80 percent of the materials used in training are locally developed.

Community Resources. The project staff have compiled a catalog of community speakers, field trips, and student work sites. They are also available to arrange for use of these resources.

Curriculum Materials. About 80 percent of the career education instructional materials used in the district are developed by project staff and school staff. The remainder are selected from commercially-published materials for circulation throughout the district. About 80 percent of the materials used are intended for teachers and the remainder are student materials. Materials are available at all grade levels although more are available at the elementary and junior high school levels than at the senior high levels. About 60 percent of the materials used are in print and 40 percent are audiovisual materials including videotapes.

Some materials produced by the project are described below:

1. Curriculum Units by Grade Level
   Print, 10-15 pages each, intended for teachers, grades K-12.
   Grades K-6 infused in all subject areas, grades 7-8 infused in social studies, English, and science.
2. Field Site Manual (Two)
   Print, 10-15 pages each, intended for teachers and counselors, one for grade 9, one for grades 10-12.
3. In-service Workshop for Teachers
   Videotape, 23 minutes, intended for teachers and administrators, grades K-12.
   For use in training, illustrates hands-on activities, etc.
4. Curriculum Unit on "The Bank"
   Videotape, 30 minutes, intended for teachers and administrators, grades K-6.

For use in training, describes a third grade unit.

5. "How To Do It" Presentation of the McKeesport Program
Slides, 45 minutes, intended for teachers, counselors, and administrators, grades K-12.
Focuses on classroom activities at all levels.

An Idea That Worked. Beginning in the ninth grade students are introduced to a work-related experience component. A student who participates in this component does research on occupational areas, selects one of interest, completes a "contract" that indicates his responsibilities during the experience, and spends a day at a work site. He observes, talks with workers, and participates in activities in the occupational area he has chosen. He then attends a follow-up session with his counselor. At the senior high school level students can spend from one to three days during each grading period at a job site. Project staff, teachers, and counselors in the district have created Field Site Manuals which contain the student contract form, procedures used in preparing for the field experience, and evaluation and debriefing information. These work-related experiences offer students a broad exposure to jobs in their own areas of interest. They also help students see the relation between school subjects and jobs.

PROJECT AWAKE (A WORK AWARENESS-KINDERGARTEN THROUGH ELEMENTARY)
Northwest Tri-County Intermediate Unit #5 *
Meadville, Pennsylvania

Area and Project Information: 1973-1974

Area Population:	100,000-499,999
Type of Area:	Rural
Students' Background:	80% White 20% Black
Annual Family Income:	50% $10,000-14,999 25% $15,000-19,999

Contact Person:

Mr. David G. Minnis
Director
Project AWAKE
Federal Educational Projects Center
Meadville, Pennsylvania 16335
(814) 724-4760

	Area Schools	Project Schools
Number of Schools	17 districts	16
Grade Levels	K-12	K-6
Number of Staff		42
Number of Students		1,012

Year of Project Operation: 2

Number of Project Staff: 4 Full-time
1 Part-time

Project Funding:

Federal	VEA	$128,000
Total		$128,000

Approach to Career Education. Project AWAKE is operated through the Northwest Tri-County Intermediate Unit #5 which serves 17 school districts in the area. The project is designed to integrate career and self-awareness with basic academic materials for students in grades K-6. It attempts to expose each student to a full range of career clusters within the context of his maturity level by individualizing learning programs to meet each student's interests and concerns. The project has attempted to accomplish these goals through the use of existing computer facilities for storage and retrieval of teacher-developed career education curriculum units. Students are made aware of the full range of career options through large and small group activities, many hands-on experiences, and independent study. Through the use of a computer retrieval system they are given the opportunity to select activities which relate to their own interests, aptitudes, capabilities, and needs. This gives them the opportunity to practice setting goals for themselves and making decisions as they learn to relate to the world of work.

Project Staff. The project employs a part-time director and four full-time coordinators. They serve 16 of the elementary schools in the area and work with 42 elementary school teachers. They spend about 90 percent of their time working directly with these teachers and the remainder of their time

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*This unit serves 17 school districts in the area.

with central office staff.

School Staff. Classroom teachers and guidance counselors working in the classroom carry out career education instruction in the area. About a third of the elementary school staff in the area are actively participating in career education.

Training, Project staff has provided training for 80 percent of the administrators and about a third of the teachers, librarians, and counselors at the elementary level. Training has focused primarily upon orienting teachers to career education and teaching them to develop curriculum units which are then placed in the computer retrieval system. Training has included workshops, demonstrations, and group and individual discussions with project staff. All of the materials used in training are locally developed. About half are materials intended for use by teachers and half intended for students. Originally, teachers were paid to develop curriculum but now receive compensatory time.

Community Resources. The project staff has explored community resources and published a catalog of speakers, trips, materials, and student work sites available in the area. Arrangements to use these resources are made by the individual schools.

Curriculum Materials. All of the instructional materials used in the area are locally developed. About half are materials for students and half are intended for teachers. All are received as computer print-outs. Thus far, teachers have created curriculum resource units for nine of the 15 U.S. Office of Education occupational clusters. The project is continuing to develop units for the remaining clusters. Teachers work together to develop these resource units which are reservoirs of suggestions and ideas related to the cluster. They contain statements of objectives, subject matter content, instructional materials, and evaluation devices. Each completed unit is placed in the computer. From this information four different resource guides may be obtained. One is a pre-planning resource guide used by the teacher for planning and organizing the teaching unit. A second is a resource guide generated from a student request form which provides a specific student with an individualized course of study for the unit. Third is a small group instruction guide for teacher use and fourth is a class summary of all resources, materials, and evaluation devices suggested for the entire class.

Materials produced by the project are described below:

1. Brochure about the project
   Print, 1 page, intended for all interested.

2. Descriptive booklet about the project
   Print, 75 pages, intended for teachers and administrators, grades K-6.

3. Project Career Implementation Manual
   Print, 44 pages, intended for teachers, grades K-6.
   Explains project to teachers and provides forms to select and obtain computer resource units for classroom use.

4. Computerized Resource Unit (many)
   Computer print-out, about 300 pages each, intended for teachers and students, grades K-6.

MOBILE LABORATORIES AND MOBILE GROUP CAREER COUNSELING TEAMS
School District of Philadelphia
Philadelphia, Pennsylvania

District and Project Information: 1973-1974

District Population: Over 1,000,000

Type of Area: Urban

Students' Background: 62% Black
35% White

Annual Family Income: 34% $ 5,000- 9,999
27% $10,000-14,999
24% Under $5,000

Contact Person:

Ms. Millicent T. Hartsfield
Program Coordinator
Division of Career Development and Skills Center
7th Floor, John F. Kennedy Center
734 Schulyskill Avenue
Philadelphia, Pennsylvania 19146
(215) KI 6-6530

	District Schools	Project Schools
Number of Schools	275	7*
Grade Levels	12	9
Number of Staff	12,272	448
Number of Students	290,000	3,500

Years of Project Operation: 1**

Number of Project Staff: 14 Full-time
1 Part-time

Project Funding:

Federal	VEA Part B Disadvantaged	$150,000
Local		$ 51,800
Total		$201,800

Approach to Career Education. In recognition of educationally disadvantaged 9th grade students' need for adequate help in developing a sense of direction in career planning, and in maximizing their likelihood of success, a comprehensive mobile career development program was launched. By virtue of its mobility, this program assists students throughout the school district. The Mobile Laboratories and Group Career Counseling Teams visit school sites simultaneously. Target students spend two class periods on the Mobile Lab and four class periods in group counseling sessions. The Laboratory component is designed to give students an opportunity to explore careers by performing simulated hands-on activities at work sample stations. The Counseling Teams serve as resources to school staffs. In the classroom setting, they demonstrate how to infuse career development concepts into teaching and how to assist students in setting realistic vocational goals. The teams provide career oriented instruction and counseling. Emphasis is placed on developing in the student a sense of responsibility for planning his future, positive attitudes about the socioeconomic significance of work, decision-making skills, and an appreciation for the relevancy of subject matter in relation to future aspirations.

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* Anticipate visiting 24 schools during a full year of operation

** Mobile lag segment operated prior to this year, but with a different focus.

Project Staff. There are 14 full-time employees and 1 part-time employee on the staff. This includes 3 career development assistants who spend 80 percent of their time providing direct service to students on the 3 Mobile Labs; 3 counseling teams, comprised of one career development specialist and one career development assistant per team, who spend 20 percent of their time adopting and developing materials and serving as resource persons to the school district. The remainder of their time is spent in actively conducting career counseling sessions. The media technician, cataloguer, illustrator and part-time writer are carried on the mobile projects budget, however they serve all areas of career education. They are responsible for developing, cataloging, and disseminating vocational and pre-vocational audiovisual materials. The program coordinator spends 30 percent of her time in planning and scheduling; 40 percent in monitoring the labs and counseling sessions; 20 percent in developing and providing resources; and 10 percent in ordering supplies and stocking the 3 labs.

School Staff. Project staff work with the 9th grade teachers and counselors, at those schools the labs visit, by actively demonstrating how to effectively introduce and infuse career development concepts into their respective disciplines. At each school, approximately 15 school staff actively participate.

Training. In-service staff development is on-going and often involves other career education projects. Training may or may not be university-related. The primary purpose is to develop and adopt curriculum materials and effective counseling techniques, for career development. Guidance kits, printed materials, and audiovisual materials are used.

Community Resources. Counseling teams encourage teachers to take class trips to local businesses and industries where students may get first hand knowledge of jobs, the working conditions, demands and other occupational requirements. Teachers and counselors also are advised to bring discussants into the school to speak with small groups of students about their occupations.

Curriculum Materials. Two thirds of the exploratory hands-on activities, for the Mobile Labs, have been adapted from Singers' Vocational Evaluation System. The other third was developed by project staff. The Counseling teams use (1) commercially prepared materials (as is or modified); (2) symchronized slide tape programs developed by the Division of Career Education, and (3) illustrated and printed materials they have developed. Materials are generally considered to be for secondary school students. They are frequently in audiovisual form.

Some materials produced by the project are described below:

1. Nursing
   Hands-on activities, 25 minutes, intended for students, grade 9.
   3 Activities.

2. Automotive Maintenance
   Hands-on activities, 25 minutes, intended for students, grade 9.
   To change points and condensor in a distributor.
3. Bankteller
   Hands-on activities, 25 minutes, intended for students, grade 9.
   Perform task using adding machine.
4. Office Procedure
   Hands-on activities, 25 minutes, intended for students, grade 9.
   Act out role of prospective employee and employment agency personnel.
5. Who Am I?
   Game, 25 minutes, intended for students, grade 9.
6. Lab Technicians
   Hands-on activities, 25 minutes, grade 9.
7. Philascripts
   Microfilm, 4-8 pages, intended for students, grade 7-9.
   Occupational Information.
8. Philascripts
   Microfilm and printed, 4-8 pages, intended for faculty.
   Detailed Occupational Information.
9. Multi-Media (Slide-Tape Programs)
   Color Slides and Cassette Tape Narration, 6-15 minutes, intended for students, grades 7-9.
   Occupational Information.

A DEVELOPMENTAL PROGRAM FOR PREPARING ALL STUDENTS FOR THE WORLD OF WORK
Cranston School Department
Cranston, Rhode Island

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Suburban

Students' Background: 98% White

Annual Family Income: Median $10,778

Contact Person:

Mrs. Carmine Ruggiero
Career Education Program Director
Dutemple School
Cranston, Rhode Island 02886

(401) 785-0400 ext. 117

	District Schools	Project Schools
Number of Schools	28	2
Grade Levels	K-12	K-6
Number of Staff	800	30
Number of Students	15,000	650

Years of Project Operation: 1

Number of Project Staff: 1 Full-time

Project Funding:

Federal	VEA	$14,148
Local	In-Kind	28,000
Total		$42,148

Approach to Career Education. This program is designed to provide students in grades K-6 with an awareness of the interrelationship of curriculum and careers. It provides students with a sequential and developmental understanding of self and others and an understanding that all jobs have dignity and worth. It also assists students to make decisions and choices by exposing them to the broad range of career possibilities. In this program career education is infused in elementary social studies classes. Career education concepts are conveyed by use of student projects and hands-on experiences. More flexibility is used in teaching career education than in the regular curriculum. In this project career education precedes vocational education.

Project Staff. The project employs a full-time director who serves two elementary schools. He spends most of his time working directly with elementary school teachers and guidance counselors but does spend some time with community representatives.

School Staff. About half of the elementary teachers and guidance counselors in the project schools actively participate in career education. This year 14 teachers, two guidance counselors, and two aides worked with the director to plan and carry out career education activities with students.

Training. The program director has provided an orientation to career education for administrators in the project schools. He has also provided training for half of the teachers and counselors in the two schools. Staff have received payment to attend after-school sessions which have included group discussions about career education and the use of self-instructional materials. Sessions have emphasized the use of community resources, information about the world of work, and curriculum development. About half of the training materials used have been professional materials and half student materials. About 80 percent of these are commercially published and the remainder are locally developed or drawn from other projects.

Community Resources. Teachers in the project schools have arranged field trips, guest speakers, and ventures into the community to conduct interviews. Specific efforts have been made to involve parents, especially in the lower grades.

Curriculum Materials. About 80 percent of the curriculum guides and student materials used in the project have been purchased from commercial publishers. The project director has also developed some instructional materials and obtained others from non-commercial sources. About half of the materials are for students and half for teachers, all at the elementary level. Seventy percent of the materials are audiovisual and the remainder are in print.

CAREER EDUCATION PROJECT
East Providence School Department
East Providence, Rhode Island

City and Project Information: 1973-1974

City Population: 48,151

Type of Area: Urban

Students'Background: 94% White*
6% Other

Annual Family Income: 81% $14,999 or less
16% $15,000-24,999

Contact Person:

Mr. James F. Ryan, Director
Career Education Project
East Providence School Department
255 Taunton Avenue
East Providence, Rhode Island 02914
(401) 434-1040

	City Schools	Project Schools
Number of Schools	21	5
Grade Levels	K-12	K-12
Number of Staff	525	42
Number of Students	10,230	1,000

Years of Project Operation: 2

Number of Project Staff: 3 Full-time
3 Part-time

Project Funding:

Federal	VEA	$ 45,121
Local		208,000
Total		$ 253,121

Approach to Career Education. A State Task Force composed of primary and secondary level teachers, state department consultants and college faculty recommended an individualized, career-oriented curriculum. Initial training for this program included vocational counseling techniques, methods of applying subject matter to career designs, individualized instruction, and contractual learning techniques. As a result of this training, the teacher took on an expanded role as manager of school and community resources and as a counselor for individualized career guidance. With their teachers, selected students were contracted for career-oriented activities based on a tentative occupational choice. Students explore various career possibilities through their basic academic disciplines. In each of the project's secondary schools, periodic and sometimes weekly meetings are held to evaluate the interdisciplinary approach. The elementary component implemented an open classroom concept organized around several occupationally-oriented interest centers. Daily exposure to the various interest areas as well as hands-on, career-related activities, fostered career awareness. In addition, teachers organized small and large group field visits, and invited community resource people to the classrooms to enhance career consciousness.

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*6 percent of the student population was born in Portugal.

Project Staff. The project staff includes a project director, placement director, and one high school counselor who work full-time, and three junior high school counselors who are half-time staff members. Counselors in the junior and senior high schools act as resource persons for porject teachers, handling extraordinary developmental problems. The placement director establishes, maintains, and coordinates on-site visits into the business-labor-industrial community with the assistance of the project counselors. Next year, a Cooperative Career Education Program for senior students in the project is planned.

School Staff. The teaching staff in the five project schools consist of forty-two teachers who have been specially trained in techniques of individualized instruciton, contracting, and guidance. The staff of an entire elementary school is included in this total.

Training. Training in the concepts of a career-oriented curriculum, is based on individualized student-teacher contracting. It was accomplished by project teachers, couselors, and administrators at a pre-service workshop held in the summer of 1972. Follow-up inservice sessions were conducted periodically, throughout the initial project year, using a variety of consultants. Consequently, over 9,000 activities were generated, encompassing and integrating each of the subject matter areas and the fifteen occupational clusters as defined by the USOE. The activities implemented by teachers and students in the first project year were edited and put in "idea book" form. At the end of the first year, another workshop was conducted to review progress, initiate recommended changes, and establish skill level requirements in the various discipline areas.

Community Resources. Out-of-school activities play an important role in the individualized instruction for students in the career education project. Consequently, much effort is devoted to the development of community resources. Their extensive use by teachers and students is encouraged. As a result of contract decisions made by the students, requests for out-of-school activities are forwarded to the placement director. Through personal contacts in the community, the director arranges for educationally significant experiences which relate to the student's goals. Students receive an outline of suggested topics for exploration during on-site visits to the business and industrial community.

Curriculum Materials. Each teacher was given time and resources to develop a representative number of activities relating career or other real-world experiences to their academic subjects. A contracting system between a group leader and each of his students was initiated. The teachers developed activities classified by career clusters. Each teacher developed ten to fifteen activities for each cluster. Initially recorded on cards, but subsequently printed as "idea books" these activities became the basis for the secondary program. The contracting process was augmented and complemented by the use of several commercially-published guidance and decision-making instruments. One instrument developed during the initial months of the project is the Profile of Student Occupational Choice. The Profile provides an aptitude test and an interest survey which measures vocational interests and student educational plans, and it indicates the success of the student/group leader relationship. A list of occupations and their requirements is inserted into the coded, computerized

Profile which aids in comparing the student's career choice with his credentials. A pupil information data bank was established as part of this report system. It is designed so that a student can select one or more occupations and receive a report on the adequacy of his credentials in relation to occupational requirements. The system and the report provide sufficient information for the student to evaluate his own decision.

Materials produced by the project are described below:

1. Guide to the 1972-1973 Pilot Project
   Print, 40 pages, intended for the public, parents, teachers and other educators. Includes goals, techniques and procedures for implementation of career education concepts.

2. Career Education: An Idea Book for:
   - Science Teachers, print, 22 pages.
   - Social Studies Teachers, print, 31 pages.
   - Mathematics Teachers, print, 28 pages.
   - Teachers of English, print, 59 pages.

   Each book includes a series of career-oriented ideas, classified by occupational cluster, which teachers can use to combine their academic skill with exploration and career development.

An Idea That Worked. Each project teacher was assigned approximately thrity students for whom he became the educational resource planner, or the group leader. As part of his responsibility the group leader helped each student deal with normal behavioral and developmental problems. He trained the group in the congnitive methods and componenents of decision-making, both in relation to careers and to general life decisions. He encouraged students to make tentative decisions based on the above processes, and finally, he encourages the formulation of individualized contracts based on tentative exploratory decisions. The group leader's responsibility included getting to know the needs of the students in his group, and setting up individualized curricular activities to meet those needs. He developed a sense of the resources available, both in the school and in the total community, that could be utilized to provide each student with the set of experiences most relevant and necessary for him.

OPENING DOORS TO AWARENESS

Northern Lincoln School District
Lincoln, Rhode Island

District and Project Information: 1973-1974

District Population: 16,094

Type of Area: Suburban

Students' Background: 99% White

Annual Family Income:

Contact Person:

Mrs. Norma E. Blythe
Project Director
Northern Lincoln Elementary School
New River Road
Manville, Rhode Island 02838

	District Schools	Project Schools
Number of Schools	8	1
Grade Levels	K-12	K-6
Number of Staff	202	23
Number of Students	3,874	510

Years of Project Operation: 1

Project Funding:

Number of Project Staff:

Approach to Career Education

The town of Lincoln is divided into seven villages. The school serves the residents of the Albion and Manville section of the town. The economic standing of these families ranges from the high salaried professionals, such as heart surgeons and television executives, to the very low income levels. One hundred and thirty families are receiving aid to dependent children through the Welfare Department.

The majority of the children are descendents of the French Canadian families who came to work in the textile mills of Rhode Island between 1860 and 1865. Many families have continued to work in the mills and have considered no other occupation to be feasible despite the fact that the industrial climate of Rhode Island has changed radically. The number of textile jobs available is diminishing and many of the families in the area must face the reality of finding employment in other fields. In many cases these people lack an awareness of the many opportunities for employment that exist.

Northern Lincoln is an open space, non-graded school which began operation in September, 1971. The school is divided into four learning centers: Kindergarten (two sessions with approximately 30 children in each); primary (first and second grades in a traditional school); lower intermediate (third and forth grades in a traditional school); and upper immediate (fifth and sixth grades in a traditional school). Therefore, a child usually stays in a center for two years. One teacher works with both sessions of the Kindergarten. In each of the other centers, six teachers work as a team to coordinate the learning activities of the children.

Lincoln, Rhode Island

The aim of this project is to expose children to a multiplicity of careers in each of the 15 career clusters, so that they may become aware of the choices that will be available to them in the future. At this age level, repetition is necessary for learning, but new approaches are needed for motivation.

The kindergarten students will study the jobs of the people they meet in their everyday life. Unlike a typical kindergarten curriculum, these children will be exposed to the less obvious responsibilities, duties, and functions of such people as highway department workers, post office workers, policemen, and others.

The focal point for children in the primary center is the "restaurant". A restaurant must be constructed, artistically decorated, furnished, and staffed. Environment must be considered in the choice of site. Food must be provided for and transported to a restaurant. Nutrition experts must plan menus. Communication careers are needed to publicize it. In this interrelationship of jobs, all 15 career clusters will be covered by the time the child has been in the center for two years.

The "library", as a source and supporter of jobs in the 15 career clusters, is the focal point for the lower intermediate center. A study of the personnel who work in and maintain the library is only the beginning. A library must be constructed, furnished, and decorated. Trees must be grown so that paper may be produced. Books must be written and printed. Transportation is vital in moving logs to paper mills, paper to printers, and books to libraries. In a similar way, jobs from all 15 career clusters contribute to the existence of a library.

The central theme used in the upper intermediate center is the "hospital". Children become aware that this institution is not an isolated entity, but is dependent on a multitude of careers which enable it to function effectively. The students of this center also will cover occupations within the 15 career clusters in the two year period.

Project Funding

The project began in 1973-74 with $17,296.61 federal funding from the Vocational-Technical Program Funds Under Vocational Education Amendments of 1968 and $1,211.00 in local funding; or a total of $17,091.95. For the year 1974-75 the funding has been reduced to $6,204,50 from federal funds and $3,300.00 from local funding; or a total of $9,504.50. In the first year $200 was spent for the salary of the project director and $150 for the salary of a clerk. $4,281 was used to finance a summer workshop so that a curriculum could be developed. The remaining two thirds was used for instructional equipment, supplies, and field trips. Next year the salary of the project director has been increased to $1,000 and $150 for the clerk. The remainder of the budget will be used for instructional equipment, supplies, and field trips.

Project Staff

The project staff includes a project director and four co-directors. The project director if a full-time teacher in the primary center. The co-directors are full-time teachers and the team leaders of the four learning centers. The entire faculty works with the directors and team leaders in developing and presenting the program.

Evaluation

The Center for Evaluation and Research of Rhode Island College was contracted to evaluate the project. The evaluation has two major components: first, to assess the degree to which the project objectives are achieved, and second, to focus on the operation of the project to determine those aspects which contributed to the success of the program, while also identifying factors which precluded the successful attainment of objectives.

CAREER EDUCATION: A MODEL FOR OPEN EDUCATION AND COMMUNITY RESPONSIBILITY

North Kingston School Department
North Kingstown, Rhode Island

District and Project Information: 1973-1974

District Population: 3,500

Type of Area: Suburban

Students' Background: 95% White

Annual Family Income:

Contact Person:

Mr. Orin Laferte
Career Education Project Director
North Kingston School Department
100 Fairway Drive
North Kingstown, Rhode Island
02852

(401) 294-4581

	District Schools	Project Schools
Number of Schools	15	3
Grade Levels	K-12	K-11
Number of Staff	300	
Number of Students	3,500	

Years of Project Operation: 1

Number of Project Staff: 2 Full-time

Project Funding:

Federal	VEA Part D	$120,000
Total		$120,000

Approach to Career Education. This project defines career education as an educational delivery system for all grade levels which focuses on the development of mature decision making skills and which offers academic and/or vocational activities based on an individual's current, though usually tentative, career decision. The project is designed to increase student self-awareness and to assist each student in developing favorable attitudes about the personal, social, and economic significance of work. Ultimately the project hopes to insure the placement of each exiting student in either a job, a post-secondary occupational program, or a baccalaureate program. In this project career education parallels vocational education. It differs from the regular curriculum in that students participate in guidance and career awareness activities and then pursue those activities in each subject area which complements their career choices. In those classes in which it has been introduced, career education is infused in all subject areas at both the elementary and secondary levels.

Project Staff. The project employs a full-time project director and a full-time contact person who serves as a liaison with the community. The project staff have worked with teams of teachers in one elementary school, one middle school, and one high school.

School Staff. Teams composed of six teachers each have worked together with project staff to create and conduct career education activities in this district. One team worked at the elementary level, one at the middle school level, and two at the high school level.

North Kingstown, Rhode Island

Training. The project staff and consultants from colleges and from other school districts have provided training for these 24 teachers. In addition, all of the other teachers, librarians, and guidance counselors, and one-fourth of the administrators in the district have been oriented to career education. Teachers have participated in in-service training during released time throughout the year, and have received payment for attending summer sessions. Training sessions have included lectures, workshops, and group and individual discussions with project staff. They have covered information on the selection of materials, curriculum development, and the use of community resources. About half of the materials used in training are locally developed. Most of the remainder are drawn from non-commercial sources, although some commercial materials are used. About 30 percent of the materials are professional materials and the remainder are materials intended for students.

Community Resources. The project has listed 77 community establishments which serve as resources to the school district by providing a variety of learning experiences for students. Some of these provide work experience for students who hope to acquire a salable skill before graduation, however 31 of the establishments provide field research and cooperative work experience in professional and technical occupations that require post-secondary education.

Curriculum Materials. The project staff and school staff have reviewed existing career education curriculum guides and student materials and have selected the most useful ones for purchase. They have also developed career education activities for secondary students. About half of the materials used in the project are locally developed. Most of the remainder are drawn from non-commercial sources. About 80 percent of the materials used in the district are designed for students, primarily at the middle and high school grades. The remainder of the materials are curriculum guides and suggestions for teachers. About 70 percent of the materials used in the district are in print and the remainder are audiovisual materials.

Some materials produced by the project are described below:

1. Career Education Activity Cards Related to Specific Careers
   Print, 400-500 cards, intended for teachers, grades 9-12.

An Idea That Worked. Each student chose a career area which interested him and researched this area, using available materials. After a student was prepared and his parents had been informed about the plan, the student took responsibility for locating and interviewing community workers in this career area. Students were motivated to do careful research in preparation for interviews and learned a great deal about the chosen career. They also gained self confidence and brought back much information they could share with fellow students.

EXEMPLARY CAREER EDUCATION EFFORT
School District Two of Richland County
Columbia, South Carolina

District and Project Information: 1973-1974

District Population: 52,000

Type of Area: Suburban and Rural

Students' Background: 81% White
17% Black

Annual Family Income: 50% $15,000 or more
30% $ 5,000-14,999
20% Under $5,000

Contact Person:

Mr. H. Dale Holden
Director of Career Education
District Administrative Office
6831 Brookfield Road
Columbia, South Carolina 29206
(803) 788-6240

	District Schools	Project Schools
Number of Schools	11	11
Grade Levels	K-12	K-12
Number of Staff	450	450
Number of Students	10,500	10,500

Years of Project Operation: 1

Number of Project Staff: 8 Full-time

Project Funding:

Federal	VEA	$138,239
Local		22,000
Total		$193,149

Approach to Career Education. The overall goal of this effort is to develop and implement a comprehensive career education program that will increase the involvement of all students in the ongoing educational process and will also prepare them to select and pursue a career. The major strategy for accomplishing this goal lies in training and assisting all teachers with the infusion of career education concepts into existing curricula. From the outset, the career education staff worked with district administrators to define career education and plan its implementation. Teachers are offered summer orientation as well as continuous planning assistance. Community resources are extensively used. Coordination with existing educational efforts, such as vocational skill training and activities for the talented and gifted is emphasized as is the development of special student services, such as placement and follow-up. These efforts contribute toward achievement of the overall goal of reaching all students with activities and services designed to foster career and economic awareness, self-understanding, decision-making abilities, educational awareness, and related attitudes and appreciations.

Project Staff. Five full-time professional staff members organize and oversee the project. They disseminate information about it, assist teachers in planning career education activities, established and operate a placement service, maintain a follow-up system, assess and meet the needs for additional, related programs, and coordinate with and contribute to the district's overall educational effort. These staff positions include a director and associate director, who work with elementary and middle school teachers, junior high and senior high school coordinators who work with teachers at these levels, and a placement coordinator who directs all placement and follow-up activities. Three full-time staff assistants are responsible for office work, bookkeeping, and most importantly, facilitating the implementation of teaching plans by assisting teachers in arranging community resources.

School Staff. All principals and central administrators were actively involved in defining career education and planning its implementation. It was agreed that the principals would assume the responsibility for implementing career education in their schools, and the career education staff would provide assistance and support for teachers by generally organizing and coordinating the program throughout the district. This approach places with individual teachers the responsibility for planning and implementing the infusion of career education concepts into the curriculum. Guidance counselors assist teachers in developing aspects of teaching plans related to counseling areas. Librarians and media specialists assist teachers and students with related resources, particularly at the junior and senior high schools where career information centers are now a part of the libraries. As a result, all of the district's administrators, teachers, other educators, and students are participants in the career education program.

Training. For the most part, the training of teachers and administrators takes place in the district's schools. Exceptions to this have included a weekend planning workshop for principals and administrators and a series of graduate credit seminars in instructional innovations for teachers. The training is usually conducted by the career education staff, with assistance from other instructional staff members and outside consultants in cases of special need. During the summer of 1973, two-day orientation workshops were conducted for K-9 teachers. These stressed the district's overall commitment to career education by explaining the prevailing career education philosophy and providing an opportunity for teachers to develop specific plans for classroom use. The teachers in grades 10-12 received no formal inservice training during the summer of 1973 since a task force approach was to be utilized at the high school during the first year. It was felt that this in-depth exploration of possible approaches at the secondary level would facilitate the program's acceptance by teachers and principals and provide a stronger base for a series of workshops during the summer of 1974. Another type of inservice training offered during the summers of 1973 and 1974 was a one-week community resource workshop. Selected administrators, teachers, counselors, and librarians, representing all schools, spent five days canvassing the Columbia area to enlist businessmen as classroom resources. The community's favorable response and the participants' efforts resulted in two community resource guides that each contain over 300 references for field trips, resource persons, and materials.

Community Resources. The emphasis on using the community as a larning resource has been and will continue to be a major function of the career education effort in District Two. As a result of the previously mentioned community resources workshop, several teachers in each school had first-hand experience with the community's willingness to be of service to the district. This core of experience, combined with the distribution of community resources guides to all teachers, has added a new dimension to many teachers' educational activities. In terms of procedures, the teacher, with some assistance from the career education staff, assumes the major responsibility for planning and arranging community resource speakers, field trips, and supplementary classroom materials. Teachers usually incorporate at least one type of community resource in all of their planned activities. In contrast to many career education efforts, speakers are used to reinforce subject matter as well as career concepts. Members of the program's two advisory committees, which represent institutions of higher learning as well as business, industry, and labor, are also frequently called upon as resources. These individuals, as well as the ones listed in the community resource guides, serve as student contacts for exploration and placement sites.

Curriculum Materials. Curriculum guides are not appropriate to the infusion process emphasized in the district. A key factor, however, is the planning process that teachers use to incorporate career education concepts. A simple planning guide was developed for this purpose. To facilitate coordination, the planning guides are printed in triplicate, with one copy for the teacher, one for the principal, and one for the career education staff. As one teaching plan nears completion the staff assists the teacher in developing another one. This approach insures continuous career education throughout the existing curriculum. As teachers become comfortable with this approach, they are encouraged to develop their own planning formats. To facilitate teacher planning, the career education staff has developed two "idea books" that summarize both teaching plans and strategies.

Materials produced by the project are described below:

1. Planning Guide.
   Print, one page; intended for use by teachers at all grade levels.

2. Community Resources Guide.
   Print, 300 pages; intended for use by teachers at all grade levels. Directory of available resources.

3. Other teacher-assistance materials and summaries of plans and techniques have been developed for use by teachers at all grade levels.

4. Career Education.
   Print, single page. Brochure intended for the public to provide general project information.

An Idea That Worked. The involvement of the students, faculty, and administrators at the high school level is a special feature of the program. At this level (grades 10-12) a task force of ten teachers, counselors and administrators was organized to explore a number of career education approaches and planning systems. They recommended strategies for piloting various approaches, orienting the entire faculty, and implementing the total program at all levels during the second year. Students are already benefitting from an extended school day which allows them to schedule their classes between 7:30 A.M. and 9:00 P.M. For those who wish to participate, college credit courses, as well as many exploratory and intensified vocational experiences, are offered on the high school campus. Because of its organization as a comprehensive high school, these courses can be offered without necessitating travel to other areas. A community service corps for students who wish to volunteer their time to various organizations is coordinated through a placement office which is open all year. The placement coordinator also works with students who desire exploratory experiences as well as summer, full and part-time employment. A computerized follow-up system provides input from all students for a five year period after they leave high school. This system supports efforts to update the curriculum and to plan new types of student services. Coordination with a program for gifted and talented students involved with special mentors and executive internships helps to meet the varying needs of the student population. Overall, the high school effort is characterized by its comprehensiveness, flexibility, and strong administrative and faculty involvement.

PIEDMONT SCHOOLS PROJECT
Greenville County Public School District
Greer, South Carolina

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Urban and Suburban

Students' Background: 80% White
20% Black

Annual Family Income: 60% $5,000-9,999

Contact Person:

Mrs. Eileen M. Robertson
Career/Vocational Director
Piedmont Schools Project
206 Church Street
Greer, South Carolina 29651
(803) 877-0931

	District Schools	Project Schools
Number of Schools	84	8
Grade Levels	K-12	K-12
Number of Staff	2,600	185
Number of Students	57,000	4,538

Years of Project Operation: 1

Number of Project Staff: 7 Full-time

Project Funding:
Federal $67,000

Approach to Career Education. Our goal is career education in all grades K-12. Educable, mentally retarded students (EMR's) also receive career education and have their own vocational program including a sheltered workshop. EMRs are mainstreamed whenever possible. Each student has an individualized program or blueprint. There are advisee periods for all students at all levels, and each teacher is responsible for approximately 20 students. In grades K-8, the curriculum is totally individualized. At the high school level more is being done to achieve such a program. Piedmont Schools Project includes six elementary schools, one middle, and one high school. During 1974-75, plans call for introduction of the project to 10 other county schools and in 1975-76 still more schools will participate. The goal is infusion of career education in all academic areas. Cooperatively Planned Units (CPU) allow an instructor and a student to jointly determine a learning objective, and the student may get one grade or a class grade depending on the extent of the work involved. These CPUs are used to explore careers, either by working with or just talking to workers. The CPU's may also be purely academic.

Project Staff. The project staff includes a project director and six paraprofessionals. Each of the six elementary schools has a paraprofessional who is trained in a weekly two-hour workshop by the director. They arrange field trips, resource person's visits, build learning centers, and gather supplies and equipment. They spend about 50 percent of their time with students teaching values, decision-making, cooking, sewing, industrial arts, and gardening. In general, they plan with the teachers and help wherever possible.

Greer, South Carolina

There are two guidance counselors at the high school, and four at the middle school. These counselors infuse career education into academic subjects and each is assigned to a specific academic area. The high school is implementing a job placement service and credit is given for tutoring, paid and unpaid jobs, civic work, charitable activities, drama productions, newspaper work, etc. Courses have been developed in consumer education, how to get a job, how to hold a job, personal decision-making, determing your future, and many others. Each course lasts nine weeks. Guidance counselors also developed 13 prevocational exploration courses which stress professional, semi-professional, skilled, and unskilled careers. College bound students are urged to take exploration subjects which are in their tentative career choice areas. They learn one skill in order to get a part-time or full-time job if they should drop out of high school or college. One of the project's goals is to achieve 100 percent placement in either post-secondary education or employment.

School Staff. At the present time, career education is fully operational at the elementary level. The middle school and high school need refinement. At least one teacher is involved in career education at the high and middle schools. This small number is due to the guidance departments' and the director's inability to devote enough time to each teacher. However, the project has only been in operation for one year. The guidance department is burdened with traditional guidance activities and the director is burdened with the elementary and vocational programs.

Training. Intensive training by the director and the guidance department is given to all school staff to orient them to career education. Elementary school staff have one to three hours of instruction each week, middle school staff two hours per week, and high school staff five hours per week. All administrators, paraprofessionals, and guidance counselors receive intensive training as well. The career education State Supervisor and a local resident who is on the State Board of Education were invited to come and help get the teachers actively participating.

Community Resources. The project has 13 cooperative boards which meet monthly, as well as an executive board which consists of one member of each of the cooperatives. There is a PTA cooperative, a parent cooperative, an agricultural cooperative, a labor cooperative, a management cooperative, a black cooperative, a religious cooperative, and others. These are represented on our Board of Directors. A rudimentary list of resources has been developed. At the elementary level, the career education paraprofessional arranges trips. Unfortunately, at the high school and middle school, the instructors must arrange for the field trips and resource persons. An instrument to do a survey of the community is currently being designed. The Chamber of Commerce and our students will develop an authentic resource book. One hundred and eight field trips were made during the year.

Greer, South Carolina

Curriculum Materials. Instructors at all grade levels have developed materials. Interdisciplinary thrust and individualization are our goals. Classes are mixed: first and second graders, second and third graders, and a few learning communities with three grades. At the high school level, all courses have been subdivided into quarters and have as few prerequisites as possible. Courses like psychology, newspaper and magazine work, the detective story, and consumer math are offered. Career education is being infused into every class.

At the elementary level, each learning community has developed an individualized, interdisciplinary curriculum which includes career education. These curricula undergo constant revision as instructors develop new ideas.

At the middle school as well as in the elementary school, in addition to individualized curriculum the vocational programs have developed exploration courses in introduction to careers in industrial arts, building construction, metalworking, wood technology, electricity, electronics, plastics, mechanics, home arts, sewing, foods, interpersonal skills, basic foods, clothing, basic sewing, home furnishings, child care, consumer education, and advanced food preparation.

In the high school there have been 108 nine-week vocational courses rewritten. We have infused career education into 120 academic courses and have about 350 more to go. The vocational programs have 13 exploration courses that stress professional, skilled and unskilled occupations.

Specific courses that the director personally helped to write are: You, The Job and The World, Purely Personal, two consumer economics courses, Personal Decision-Making, Determing Your Future, Society and Its Problems, Joe's Pocketbook (consumer math), Let's Figure Salaries, Mr. Culpepper's World (personal finance), Mini-Park Design and Mini-Park Construction (to be done at the elementary schools), The Advisee Handbook, The Advisor's Handbook.

Several Ideas That Worked. At each elementary school supplies are sold in the morning and students are sales clerks. They wrap money, figure costs, and take money to the bank.

The schools have Colonial Days, Western Days, 1920's Days, and each child comes dressed for a specific occupation. They make food of the period, tools and crafts.

All fourth and fifth graders go to camp for three days with their instructors and various community volunteers. Local people involved in all scientific areas come and work with the children and careers are discussed.

SOUTH DAKOTA CAREER EDUCATION *
Watertown Public Schools
Watertown, South Dakota

District and Project Information: 1973-1974

District Population: 20,000

Type of Area: Small Town

Students' Background: 96% White

Annual Family Income:

Contact Person:

Mr. Clayton D. Carlson
Project Coordinator
South Dakota Career Education
435 10th Avenue Northwest
Watertown, South Dakota 57201

(605) 886-3977

	District Schools	Project Schools
Number of Schools	9	200 in 50 districts
Grade Levels	K-14	K-14
Number of Staff	229	
Number of Students	4,340	

Years of Project Operation: 4

Number of Project Staff: 5 Full-time

Project Funding:

Federal	VEA Part D	$109,873
State		$ 16,303
Total		$126,176

Approach to Career Education. This district began career education activities by planning project policies and orienting school staff to the project. The next phase included integration of occupational information, exploration, and career education concepts into the curriculum at all grade levels. It also included identification of potential dropouts and intensive occupational counseling for all junior and senior high school students. The project is now in its final phase which includes dissemination of project materials and information both on counseling and on the K-12 career development program. Individual development is emphasized in the elementary and junior high program, with more emphasis placed on specific decision making situations during the final years of high school. The project aims to bring the teacher-counselor team into a closer working relationship placing increased emphasis on counseling in the classroom. At the elementary level career education is infused in language arts, social studies, math, art, music, and science. At the secondary level it is infused in English, social studies, math, and vocational areas. The career education curriculum parallels vocational education in this district.

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* This project has been developed in the Watertown Public Schools but is now being disseminated throughout the state.

Watertown, South Dakota

Project Staff. The project employs a director, an information specialist, a guidance specialist, an elementary curriculum specialist, and a secondary curriculum specialist. All work full time on the project. The project staff serve 200 schools in 50 districts in the state. The information specialist is responsible for dissemination of project materials. The guidance specialist is responsible for developing and disseminating career guidance, counseling, and placement materials and for conducting in-service workshops for counselors from districts throughout the state. The elementary curriculum specialist develops K-6 curriculum materials and conducts workshops for elementary teachers. The secondary curriculum specialist develops 7-14 curriculum materials and conducts workshops for secondary teachers.

School Staff. Each participating district has an in-service career education team composed of an administrator, one or more counselors, and elementary and secondary teachers. This team works to prepare all teachers and counselors to implement career education.

Training. The project staff with consultants from other school districts and higher education institutions conduct training for school staff in participating districts. Teachers receive released time to attend in-service workshops conducted in their own schools or nearby schools. Workshops have included information about the world of work, the use of community resources, selection of materials, and teaching techniques. They have particularly emphasized curriculum development. Week long counselor in-service sessions are offered during the summer for graduate credit. Sixty percent of the materials used in training are locally developed. Most of the remainder are drawn from other projects although some commercially-published materials are used. About 80 percent of the training materials are professional materials and the remainder are intended for students.

Community Resources. Each district is encouraged to produce a community resource directory listing those people willing to spend time in or outside the school with students interested in a specific occupation. Individual teachers then make arrangements for use of these resources.

Curriculum Materials. About 60 percent of the career education instructional materials used in the participating districts were developed in the Watertown Public Schools during the past three years. Each participating school also receives a grant to purchase additional curriculum and guidance materials. These materials are selected with the guidance of the project staff. About 80 percent of the materials used in the project are intended for teachers rather than students. About 90 percent of the materials are in print and the remainder are audiovisual.

Some materials produced by the project are described below:

1. Decision for Living
   Print, 100 pages, intended for students, grades 9-12.
2. Student Interest Survey
   Print, 5 pages, intended for students and counselors, grades 7-14.
3. Elementary Curriculum Guides
   Print, 400 pages, intended for teachers, grades K-6.

Six guides entitled Career Awareness-Primary; Career Awareness-Intermediate; Economic Awareness; Beginning Competency; Self-Awareness; and Appreciation-Attitudes, Decision Making, Educational Awareness, and Employability. Each covers K-6 and offers sample lessons by subject area.

4. Secondary Curriculum Guides
   Print, 400 pages, intended for teachers, grades 8-10.
   Five guides entitled American History, Music, Health, Language Arts, and Career Planning (to be used in social studies).
5. South Dakota Counselor's Workbook.
   Print, 60 pages, intended for counselors, grades 7-12.
   Planning guide for counselors based on student needs.
6. Career Cluster Handbook
   Print, 30 pages, intended for students, teachers, and counselors, grades 7-14.
   Explains what career clusters are and how they are used.

An Idea That Worked. The guidance component of this project has developed a procedure to plan a well-rounded guidance, counseling, and placement program for each high school based upon student needs. Ninth and eleventh grade students complete a Student Interest Survey identifying services they would like to receive from guidance counselors and indicating what they feel they need in order to make career and personal decisions. Counselors use this needs assessment data and the South Dakota Counselor's Workbook in one week Life/Career, Guidance, Counseling, and Placement Planning Seminars to plan a guidance program designed to meet the overall needs of students. Because the counselor establishes his own objectives he can check throughout the year to be sure they are being met. Because these objectives are based upon student need, they fit the specific situation and help each district's counseling program avoid serving only one segment of students.

CAREER EDUCATION
Knox County Schools
Knoxville, Tennessee

District and Project Information: 1973-1974

District Population: 112,000

Type of Area: Suburban

Students' Background: 95% White
5% Black

Annual Family Income: 50% $16,000-20,000
30% $20,000 or more
20% Below $15,999

Contact Person:

Mr. William L. Neal
Knox County Schools
400 W. Hill Avenue
Knoxville, Tennessee 37902

	District Schools	Project Schools
Number of Schools	43	6
Grade Levels	K-12	K-12
Number of Staff	1,200	109
Number of Students	27,000	2,440

Years of Project Operation: 3

Number of Project Staff: 11

Project Funding:
Federal VEA $124,000

Approach to Career Education. This program is based on the assumption that a career education curriculum beginning with kindergarten and continuing through twelfth grade can help students achieve a positive self image, acceptance of responsibilities for their behavior, the ability to make decisions by using techniques of problem solving, the ability to get along with people, and the possession of knowledge about and understanding of the ever-changing world of work, along with the skills necessary to get and hold a job. The school must provide more and better quality education for preparation for the world of work. A total educational system must react and adjust quickly to the rapidly changing social, economic, and cultural scene if it hopes to achieve maximum development of youth. Programs of occupational education must be relevant to the times and to the needs of individuals. The program must maintain contact with individuals until they are linked with the world of work, and combat the drop-out problem which denies so many potentially useful youngsters a satisfactory career and a reasonable future. Business and industry are the school system's partners in the enterprise of preparing students for the world of work.

Integration of career education is done in four steps. Students' career awareness is increased by providing experiences which will enable them to gain fuller appreciation of occupational opportunities related to particular subjects and the nature of the roles played by workers in their occupations. Career exploration is encouraged by relating the students' school work to occupations so that the student can readily understand the relationship which exists between educational endeavors and a vocational future. Career orientation is accomplished by providing the students with opportunities to explore the world of work in depth and to begin preparation for development of knowledge and skills in specific job families. Career preparation takes place through a program of counseling and guidance which involves following closely and fully understanding the performance of the individual student, and aiding him in seeking employment or future educational training which serves his interests and abilities.

School Staff. Educating for occupational development cannot be the exclusive job of any one person on the school staff. All must share the responsibility, counselors and teachers alike. In the final analysis the success of this endeavor will depend to a great extent on the classroom teacher. The methods by which occupational information can be introduced in the classroom are limited only by the ingenuity of the teacher.

In order to integrate career development information into the total school program teachers are required to participate in ongoing inservice training, study and become familiar with career development theory, gain knowledge of career information and community resources, and study the present curriculum to determine how career information can best be incorporated. They must also develop and teach units of study utilizing career information and community resources, evaluate classroom activities in terms of pupil behavior, and revise curriculum content and classroom methods. The classroom teacher will acquire knowledge of where to find occupational information, he or she will establish objectives and guidelines for career development and will write behavioral objectives.

SPAN (START PLANNING AHEAD NOW)/MODEL CAREERS
Memphis City Schools
Memphis, Tennessee

District and Project Information: 1973-1974

District Population: 100,000-499,999

Type of Area: Urban

Students' Background: 60% Black
40% White

Annual Family Income: 35% Under $5,000
30% $5,000-9,999
20% 10,000-14,999

Contact Person:

Mr. James Hugueley, Project Director
SPAN/Model Careers
1212 Vollintine Street
Memphis, Tennessee 38107

(901) 274-1351

	District Schools	Project Schools
Number of Schools	175	38
Grade Levels	K-12	K-12
Number of Staff	5,000	
Number of Students	123,000	

Years of Project Operation: 4

Number of Project Staff: 16 Full-time

Project Funding:

State Model Careers Program	$ 99,000
Local	168,000
Total	$267,000

Approach to Career Education. This project provides career education for students at all grade levels. At the elementary level, the project stresses awareness of broad occupational fields or career clusters. Junior high programs allow students to explore more specifically the vocations in two or three clusters of their choice. In high school, students are prepared for job entry or further career training at technical institutes or colleges. As students leave school they receive much help in obtaining employment or placement in further training or education. Project staff have worked with school staff in the district to integrate career education into all subject areas at every grade level. They have also worked together to develop many curriculum materials to convey career education concepts to students. In addition to print and audiovisual materials, the program uses field trips, resource speakers, career corners, role playing, games, mini courses, career months, cooperative education, hands-on activities, and individual career guidance and placement. In addition, beginning at grade 7, students have access to project INFOE which provides a microfiche aperture card set and reader at each school. Students can also use a computerized career information system to request personalized student print-outs on selected careers.

Project Staff. The project employs a director, four elementary career education resource teachers, six junior high resource teachers, and five senior high career placement coordinators, all full time. The project staff serves 18 elementary schools, 13 junior high schools, and 7 senior high schools. The staff spend most of their time working directly with teachers and guidance counselors, although some time is spent with central office staff and with the community. The project staff also meet with a 23-member advisory committee representing central office staff, principals, teachers, parents, business and industry, and the local employment service.

School Staff. Career education instruction is carried out by regular classroom teachers with the assistance of career education resource teachers. About 30 percent of the elementary teachers, 20 percent of the junior high school teachers, and 25 percent of the senior high school teachers actively participate in career education. Project staff have been working to increase this number and a greater proportion are expected to participate next year.

Training. School staff with consultants from other school districts and from higher education institutions have provided an orientation to career education for ten percent of the staff in the project schools and have provided training for five percent of the administrators and three percent of the teachers, librarians, and counselors in these schools. Training has included information about the world of work, community resources, materials selection, and teaching techniques, but has emphasized curriculum development. Training has taken place during the summer, on weekends, and during school time. Training has taken the form of university courses, workshops, group discussions with project staff, and the use of self-instructional materials. Teachers have received salary credit or college credit for participation in training. About 85 percent of the materials used in training in the school district or at universities were locally developed. The remainder of the materials were selected from commercial sources.

Community Resources. The project staff have explored community resources and have published a catalog of speakers, trips, and materials available to the project. They frequently arrange for teachers and students to use these resources.

Curriculum Materials. The project staff and the school staff have developed many curriculum materials for use in the project. They have also selected some commercial materials for purchase. Some of the materials have been placed in classrooms and others circulate either through a particular school or through the district as a whole. Materials used by the project are about evenly divided between student and teacher materials. They cover all grade levels although somewhat more materials are available at the elementary level. About 90 percent of the materials used in the project are locally developed.

Some materials produced by the project are described below:

1. Teacher Units in Career Education
   Print, 400 pages, intended for teachers, grades K-6.

2. Bulletin Board Ideas in Career Education
   Print, 250 pages, intended for teachers, grades K-12.
3. Teacher's Guide to Accompany Instructional Television Series
   Print, 300 pages, intended for teachers, grades 4-6.
4. Ten Career Education Instructional Kinescopes, each describing one career cluster.
   Kinescopes, 15 minutes each, intended for teachers and students, grades 4-6.
5. Teacher Units in Career Education
   Print, 2 volumes, 400 pages, intended for teachers, grades 7-9.
6. Curriculum Guide for Career Education
   Print, 100 pages, intended for teachers, grades 7-9
7. Career Education Student Worktext
   Print, 90 pages, intended for students, grades 7-9.
8. Curriculum Guide for Occupational Orientation in Industrial Arts and Home Economics.
   Print, 250 pages, intended for teachers, grades 7-9.
9. Eleven Student Brochures on Senior High Vocational Education
   Print, 2 pages each, intended for students, grades 7-9.
10. Course of Study for General Cooperative Education
    Print, 250 pages, intended for teachers, grades 11-12.
11. Start Getting That Job Now (Vocational Guidance Handbook)
    Print, 90 pages, students and teachers, grades 9-12.
12. Resource Speakers and Tours for Career Education.
    Print, 375 pages, intended for teachers, grades K-12.
13. Computerized Assisted Career Information (CACI) Index
    Print, 70 pages, intended for teachers and students, grades K-12.

An Idea That Worked. One of the main tools used to convey career education to grade school students is a series of ten specially-designed television films aimed at fourth, fifth, and sixth graders. These films were developed by Project SPAN and produced by the city's public television broadcasting station. The first is an introductory show entitled Why We Work. The others present materials basic to nine career clusters. All the films were made in formats used by popular television programs. Each film is featured for one month during the school year and is shown three different times on the public television station. Teachers can also use videotape presentations if classroom schedules do not fit broadcast times. After students view a program, teachers use a variety of techniques including written and visual materials, math problems, and puzzles and games for further exploration of jobs within the cluster. Then the students actually practice some of the skills shown in the film. For example, the construction cluster film centers around the building trades as seen through the eyes of a carpenter's apprentice, and shows bricklayers, roofers, plumbers, and other skilled workers. After students view a tour of a construction site and are introduced to an array of equipment and skills, the class plans a project. Using some of the tools and skills they have observed, students measure, draw up plans, and carry out an actual building project. The television format attracts student interest, and the follow-up projects help each student see the practical application of some of the things he is learning in school.

DEMONSTRATION PROJECT IN CAREER EDUCATION
Tennessee Appalachia Educational Cooperative School District (TAEC)
Oak Ridge, Tennessee

District and Project Information: 1973-1974

District Population:	127,562
Type of Area:	Rural, Small Town and Suburban
Students' Background:	97% White
Annual Family Income:	50% $10,000-14,999 18% $15,000-19,999 15% $ 5,000- 9,999 15% Under $5,000

Contact Person:

Mr. Lloyd G. Bryson
Director, Career Education and
Vocational-Technical Training
Tennessee Appalachia Educational
Cooperative School District
461 West Outer Drive
Oak Ridge, Tennessee 37830
(615) 482-3481

	District Schools	Project Schools
Number of Schools	63	5
Grade Levels	K-9	K-9
Number of Staff	1,090	97
Number of Students	21,200	2,078

Years of Project Operation: 2 years at four elementary schools
1 year at the junior high school

Number of Project Staff: 4 Full-time
5 Part-time

Project Funding:

Federal	$ 80,080
State	80,080
Local	8,000
Total	$168,160

Approach to Career Education. Junior high school career coordinators worked with teachers and counselors during their spare time and obtained permission to work directly in classrooms. Sixteen millimeter films, filmstrips, slides, tapes, microfiche readers, field trips, and resource speakers were used to capture the interest of both teachers and students. At the elementary level the approach was to introduce a career corner into each classroom and an exploratory laboratory into each school. Emphasis was placed on hands-on experience which allows the child to learn to use a variety of materials.

Project Staff. In the junior high school program, two full-time career coordinators and one full-time placement coordinator are employed. There is also a part-time project director. Although some career education takes place in the classroom and on field trips, the main emphasis of the program is in working with counselors. The four elementary project schools have a part-time director and two part-time career education coordinators. The only full-time staff member is an aide who serves all four schools.

School Staff. The teachers and counselors who were involved with students in grades 7-9 participated in this program. The counselor was also responsible for students in grades 7-12 and therefore was able to devote only part of his time to students involved in career education. The program coordinators attempted to work primarily with teachers rather than students. This meant that classroom activities in career education were generally conducted by teachers, although the project coordinators were often present. All teachers, counselors and supervisors of the elementary project schools are active in the program.

Training. No funds were available for a pre-school workshop for junior high teachers, so all training was conducted during school hours. ~~On-the-job train~~ing took place in groups of three or more and there was always a career education counselor or the school principal present. Sometimes one coordinator would take a class while the other worked with the teacher and occasionally the coordinators worked with teacher and class as a unit. A three-week workshop in career education was conducted for elementary school teachers during the summer prior to initiation of the program. Seventy-two teachers from the project schools participated in the workshop, for which they received three hours credit from the University of Tennessee and a stipend of $235.00.

Community Resources. All arrangements for use of community resources were made by the program coordinators. Extensive use of resource speakers who represented a wide variety of occupations and industries proved very successful. Community business and industry contacts were also utilized in the planning of field trips. At the elementary level the children's parents provided an abundant supply of resource speakers. Area businesses were very cooperative in donating scrap materials for student activities and field trips were easy to schedule. On Career Day the public was invited to come and learn about the career education program and community interest proved to be very high.

Curriculum Materials. A ninth grade English unit was developed by the teachers with assistance from the career education coordinators. A number of curriculum guides developed by other programs were used, as were some commercially available slides and films. Much of the hardware was developed by the TAEC staff. The materials included a mobile tool identification unit, and a portable wall section with complete electrical composites. Students were assisted in the construction of Add-A-Ladder, multiplication sticks, etc. The elementary school project staff searched for available hardware and software, both commercially produced materials and ones developed by other career education programs. Curriculum guides were developed locally by teachers who participated in the three-week summer workshop. The coordinator and the aide planned activities for the exploratory lab.

Materials produced by the project are described below.

1. A Unit in Career Education in English.
   Print, 19 pages; intended for use by teachers of grade 9.

2. Curriculum Guides.
   Intended for use by teachers of grades K-6. This guide suggests methods and materials for infusion of career education into the curriculum.

Oak Ridge, Tennessee

An Idea That Worked. The project used various hardware to involve the students in projects. A four-stud wall section containing all the electrical components necessary to wire a house was built at the junior high school. With this was a complete and well-labeled control cabinet which also contained necessary tools. Through working with these things students learned basic electrical principles and became proficient at removing and assembling various parts.

PROJECT CARE (CAREER AWARENESS AND READINESS THROUGH EDUCATION)

Andrews Independent School District
Andrews, Texas

District and Project Information: 1973-1974

District Population: 13,000

Type of Area: Small Town

Students' Background: 72% White
25% Spanish Surname

Annual Family Income: 40% $ 5,000-9,999
30% $10,000-14,999
15% $15,000-19,999
10% Under $5,000
5% $20,000 or more

Contact Person:

Mr. Norman Payne
Assistant Superintendent
405 N.W. 3rd Street
Andrews, Texas
(915) 523-3640

	District Schools	Project Schools
Number of Schools	6	6
Grade Levels	K-12	K-12
Number of Staff	208	208
Number of Students	2,800	2,800

Years of Project Operation: 1

Number of Project Staff: 2 part-time

Project Funding:

Federal	$ 46,000
Local	90,000
Total	$136,000

Approach to Career Education. Career education evolved as one of the five major goals of the Andrews School District and was based on needs identified through a needs assessment of all personnel in the district in 1971. Because of its place of prominence as one of five district goals, career education received the support of the local school board, community, administration and school personnel. A written plan of action consisting of two major approaches for the implementation of career education was undertaken. The first approach was through a guidance program which covered three major areas: education, society and careers. Consequently, one-third of the guidance program of the district was related to career education.

A second approach was through a curriculum guide for grades K-12 which stated the concepts, specific objectives and learning activities to be carried out at each grade level and in each subject or departmental area. As was the case with the guidance program, the K-12 career curriculum guide was stated in measureable terms. In addition, monitoring forms were completed which supplied feedback on whether and what career education concepts were being taught. The major project components consisted of five elements: awareness of basic career education concepts, orientation to both concepts and exploratory activities (middle school level), readiness for the world of work (high school level), placement of students in part or full-time jobs, and management. The management component consisted of a written plan which detailed all of the tasks to be achieved, the persons responsible for them and the process objectives which would delineate the various roles, responsibilities and due dates for completion of all the project activities.

Project Staff. The total school population received career education instruction and assistance. The project had seven full-time staff members: a project director, a project coordinator, project leaders at the high school, middle school and elementary levels, a placement office clerk, and an elementary level aide. The project director spent 25 percent of his time on the career education project. The project coordinator spent approximately 50 percent of his time on the project and each of the three coordinators at the different levels spent 20 percent. The placement clerk and the elementary aide spent all of their time on career education and related activities.

School Staff. All the elementary school teachers in the district taught career education concepts. All the middle school teachers worked on career education and related activities for at least one month of the year. Eighty percent of the high school teachers taught at least one career education concept during the year.

Training. All teachers in the school district participated in career education awareness sessions as a part of the Rogers Model approach to career education implementation. The training took place within the Andrews Independent School District and was conducted by the Educational System's associate president and by the director of guidance for the Baltimore public schools in Baltimore, Maryland. The primary purpose was to make teachers aware of the place and importance of career education in the regular instructional program. In later inservice sessions the teachers were given instruction in methods of incorporating career education into the curriculum. In small group meetings on each of the instructional levels teachers were later involved in monitoring the progress of the project.

Community Resources. Each of the elementary, middle, and high school levels developed a file of resource persons who would be willing to work with the schools to teach about different aspects of various careers.

Curriculum Materials. Two materials used frequently were locally developed. A curriculum guide describing career education concepts and methods of teaching was developed for grades K-12. It included explanations of performance objectives, facilitating techniques, related activities and the level of thinking required by these. The staff also developed a Behaviorally-Stated Competency-Based Guidance Guide which has since become a state model for guidance.

An Idea That Worked. The idea that worked most effectively was the successful implementation of the guidance facet of our career education project. This success was due to a positive attitude on the part of the guidance counselors and to the development of a behaviorally-stated competency-based guidance program. The guidance program stated in behavioral terms the processes and the outcomes to be accomplished and the career domain of the guidance program. Both monitoring of the processes during the year and the final evaluation activity assured that persons responsible for completing each part of the project would be visible and their progress would be noted. A Behaviorally-Stated Competency-Based Guidance Program, as developed by this project, has since become the basis for a statewide guidance program and information about it is available from the Andrews Independent School District, Andrews, Texas.

NAVY CAREER CHOICES
Navy Recruiting Area Seven
Dallas, Texas

Project Information: 1973-1974

Contact Person:

James W. Carey
Educational Advisor to the Commander
Navy Recruiting Area Seven
Suite 501
1499 Regal Row
Dallas, Texas 75247
(214) 749-2321

Population: Over 1,000,000*

Type of Area: Rural, Small Town, Suburban, and Urban

Students' Background:
63% White
20% Mexican American
8% Black
7% American Indian

Annual Family Income:
40% $10,000-14,999
20% 20,000 or more
20% Under 5,000
10% 15,000-19,999
10% 5,000- 9,999

	All Schools	Project Schools
Number of Schools		
Grade Levels	K-12	K-12
Number of Staff		
Number of Students		

Years of Project Operation:

Project Funding:

Number of Project Staff: 8 Full-time

Approach to Career Education. The main strategy is to offer as many services to school systems as possible. The available materials and services are capable of being adapted to various grade levels. The prime goal is to acquaint as many high school seniors as possible with information concerning the Navy. Methods used include lecturing, accompanied by films and field trips for quasi-hands-on experience. Secondary students are the primary target population, with elementary students secondary. Academic, vocational education and potential drop-out students are the main population toward which the project is aimed.

Project Staff. The entire project is currently at the "supportive" stage. If a school or teacher requests project input it will be provided. At this stage a "hard" product is not available, but every effort will be made to meet the subscriber's needs.

Training. Training in done on a local basis. If naval personnel at the local level lack necessary material, funds are available for supplementary purposes through local commands. Unfortunately, the universities are not able to provide all necessary support services and require more "professional" support from the project.

Curriculum Materials. Every effort is made to develop the necessary materials and services for individual local users.

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*This project operates in five states: Texas, New Mexico, Louisiana, Arkansas and Oklahoma.

ESEA TITLE III CAREER EDUCATION *

DeKalb, Hooks, and New Boston Independent School Districts
DeKalb, Texas

District and Project Information: 1973-1974

District Population:

Type of Area: Small Town

Students' Background: 66% White
33% Black

Annual Family Income: 65% $5,000-9,999
20% Under $5,000

Contact Person:

Mrs. Marvella Pinkham
Career Education Program Coordinator
DeKalb Independent School District
152 S. W. Maple
DeKalb, Texas 75559
(214) 667-5041

	District Schools	Project Schools
Number of Schools		11
Grade Levels	K-12	K-12
Number of Staff		235
Number of Students	9,500	7,840

Years of Project Operation: 2

Number of Project Staff: 1 Full-time

Project Funding:
Federal Title III $19,960
Total $19,960

Approach to Career Education. The DeKalb School District was chosen as a pilot career education project because of the district's strong secondary vocational program. This year the career education grant was extended to include the Hooks and New Boston School Districts. The fundamental concept of career education in this district is that all educational experiences should be geared to preparation for economic independence and an appreciation for the dignity of work. At the elementary level the program focuses on awareness and information. At the middle school level it focuses on information, self-evaluation, and exploration. The high school level provides continued exploration and development of job entry skills. Upon leaving high school, the student is prepared to enter the working world or continue his education at a post-secondary institution, college, technical institute. or other program suitable to his needs, interests, and abilities. In grades K-8 the project coordinator has worked with teachers to develop a career education curriculum which infuses career education into all main subject areas. At the high school level career education is infused into all vocational courses. These courses provide preparation in jobs appropriate to the area such as farming, meat processing, commercial cookery and many others.

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* This project includes three school districts.

In addition, a resource center for career education has been established in each of the districts to provide audiovisual and library materials relating to occupational clusters. In addition to these materials, teachers use demonstrations, discussions, and many hands-on experiences to expose students to career education concepts.

Project Staff. The project has one full-time program coordinator. In the first year of project operation the coordinator served only the DeKalb district. This year the coordinator worked with all three districts and served three elementary schools, two middle schools, three junior high schools, and three senior high schools. During this year the coordinator spent about two-thirds of her time working at the elementary and the middle school levels. The remainder of her time was spent at the junior and senior high school levels. Next year she will spend a greater proportion of her time with junior and senior high school staff. She spends most of her time working directly with teachers but also works with guidance counselors, administrators, and librarians.

School Staff. Classroom teachers and guidance counselors carry out career education instruction in this district. In the elementary and middle schools about two-thirds of the staff actively participate in career education. In the junior and senior high schools about one-third participate. Six to ten teachers also serve on a career education committee for the district.

Training. The program coordinator has conducted training with help from some local school staff and a consultant from a higher education institution. Ten percent of the teachers in the districts have received ten hours or more of training in career education. The remainder of the school staff were all oriented to career education. Teachers receive released time to attend training during school hours. Training included workshops, trips and visits, and individual conferences with the program coordinator. Almost all of the materials used in training were locally developed. About half were intended for students and half for teachers.

Community Resources. Teachers in these districts frequently arrange for community members to speak to students about their jobs. They also arrange for students to take trips to places of employment. In addition, community materials are often used in classrooms.

Curriculum Materials. About 10 to 15 percent of the materials used in the career education project are materials intended for teachers. These include curriculum supplements for grades K-8 developed by teachers and the program coordinator. The remainder of the materials used by the project are commercially-published student materials, mostly for elementary students, but including some middle, junior high, and senior high level materials. Most of the materials used by the project are audiovisual materials.

Materials produced by the project are described below:

DeKalb, Texas

1. Curriculum Supplements for Career Education
   Print, 25-30 pages each, intended for teachers and administrators, grades K-8.
2. Presentation on local occupations such as crop dusting, sawmilling, meat cutting, dairy farming, and teaching and school administration.
   Slides, 15-30 minutes, intended for the community and students, grades 7-12.

An Idea That Worked. Career education is currently being integrated into agriculture courses, a popular vocational major in the DeKalb School District. Students learn the fundamentals of farm living and working, ranging from feeding animals to welding and repairing farm machinery. A highly specialized trade in meat processing is among the vocational features available in the department. Through the efforts of teachers in this department, area farmers also particpate in department courses and receive credit from one of several local colleges. In addition to providing a service for the community, this feature gives students exposure to the broad experience of those who actually work as farmers.

ATTITUDES TOWARD CAREER EDUCATION PROJECT
Brazosport Independent School District
Freeport, Texas

District and Project Information: 1973-1974

Contact Person:

Mr. Bobby N. Morrow
Brazosport Independent School District
Drawer Z
Freeport, Texas 77541
(713) 265-6181

District Population: 40,000

Type of Area: Suburban

Students' Background: 85% White
10% Mexican American
5% Black

Annual Family Income: 55% $15,000-19,999
20% 20,000 or more
20% 10,000-14,999
5% 5,000- 9,999

	District Schools	Project Schools
Number of Schools	16	16
Grade Levels	K-12	K-12
Number of Staff	650	650
Number of Students	11,057	11,057

Years of Project Operation: 1

Project Funding:
Federal Title III $6,000.00

Approach to Career Education. The main project objective for the 1973-74 school year was to bring about a change in the attitude of school staff members and school patrons that would be supportive of career education. Sixteen teachers, one from each school, were selected to implement this proposal. The project staff felt that if the community and school staff could be sold on career education they could then receive the support needed to have a successful program. The 16 teachers or school representatives for career education were given monthly workshops and attended out-of-district meetings with experts in the field of career education. With this background the school representatives made an effort to persuade the teachers in their schools to consider career education. This was done at faculty meetings as well as at a three day series of district-wide inservice meetings. Parents were approached through the PTA and local civic clubs. A pre and post orientation test was administered to teachers and community residents (about 600 in each category). The results indicated that the training and orientation sessions had engendered a positive attitude toward career education.

Project Staff. Sixteen teachers and two coordinators were involved in this project on a part-time basis.

School Staff. The 16 teachers used as part-time career education representatives were asked to persuade their colleagues to implement a career education program in their schools and to create support for career education in the community at large. They also assisted interested teachers in devising methods and materials that would help implement career education in the various curriculum subject areas.

Training. School representatives attended monthly workshops and four other meetings held outside the local district, the latter with experts in career education.

Community Resources. The staff explored and cataloged many community speakers and other resources and materials. A slide-tape presentation is being developed dealing with the career opportunities available in the district giving job descriptions and the outlook for each. A catalog of community establishments which will invite classes to visit their place of business or field trips is also being compiled.

Curriculum Materials. It is hoped that the change in community attitude will create a willingness to develop curriculum materials. The 1974-75 project emphasis will be in this area.

An Idea That Worked. The project brought about a change or improvement in attitudes toward career education on the part of school staff and parents.

FIVE YEAR FOLLOW-UP PROGRAM -- A CAREER EVALUATION METHOD
Harlingen CISD
Harlingen, Texas

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Rural and Small Town

Students' Background: 70% Mexican American
28% White

Annual Family Income: 40% $10,000-14,999
25% $ 5,000- 9,999
20% $15,000-19,999
10% Under $5,000
5% $20,000 or more

Contact Person:

N. K. Fitzgerald
Director of Secondary Education
Harlingen CISD
1409 East Harrison Street
Harlingen, Texas 78550
(512) 423-6060

	District Schools	Project Schools
Number of Schools	18	4
Grade Levels	K-12	7-12
Number of Staff	600	275
Number of Students	12,000	4,900

Years of Project Operation: 2

Project Funding:
Local $20,000

Number of Project Staff: 1 Full-time

Approach to Career Education. In effect, we are trying to investigate the relevance of our educational program by asking former students, during the critical period after their graduation or withdrawal, to evaluate their school experience. The program is designed to follow graduates and withdrawals continually for five years, through an agreement made between school and student at the time the student leaves. The program is intended to evaluate and provide needs assessment by having ex-students respond, at established intervals, to various questionnaires. The responses involve the relationships between education in Harlingen schools and work/career success of the individuals. In the future, we expect to computerize information, continue to refine procedures, gain expertise in analysis of information and responses, and broaden the follow-up program to include job placement for in-school youth and students leaving school.

School Staff. Faculty is involved in analysis of information, needs assessment, and implementation of program changes. The program is managed by an executive secretary and supervised by the regular school administration.

Training. Faculty meetings are held as needed to orient the school staff to the program. The executive secretary was trained by the administration.

Curriculum Materials. To record the follow-up information from graduates and withdrawals, forms of various kinds have been developed and they are being revised now to reflect our experience to date.

An Idea That Worked. So far, more than 50 percent of the former students have participated and some of the facts established are these: most ask the school to provide more factual information about job opportunities, working conditions, and job salaries and they wish that teachers could relate instruction more closely to job needs and opportunities.

CAREER AWARENESS, GRADES K-6
Honey Grove Independent School District
Honey Grove, Texas

District and Project Information: 1973-1974

District Population: Less than 2,500

Type of Area: Rural

Students' Background: 74% White
22% Black

Annual Family Income: 60% under $5,000
20% $5,000-9,999

Contact Person:

Mr. Scott Ferguson
Superintendent of Schools
Honey Grove I.S.D.
Box 60
Honey Grove, Texas 75446
(214) 378-2223

	District Schools	Project Schools
Number of Schools	2	1
Grade Levels	K-12	K-6
Number of Staff	48	20
Number of Students	630	420

Years of Project Operation: 1

Number of Project Staff: 1 full-time

Project Funding:

Federal	$18,000
	$18,000

Definition of Career Education

The effort of the total public and educational communities to acquaint individuals with the need for and value of a society that recognizes the value of work, paid or unpaid, in the life of each individual.

Goals

The project has developed 20 goals directed toward the elementary, middle, and high school years. For example, a few of the elementary goals are:

1. The entering student should develop an attitude of self-awareness. Through career education and his home and community experiences, the student should become involved in a planned, sequential process of self-awareness, self-assessment, and self-evaluation which will result in

self-identity; that is, he knows who he is, what he is like, and he has developed a reasonably internalized value system.

2. Through education, home, and community life, the student should be led to recognize the broad range of careers which are available, and what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations.

3. From this broad understanding of careers, career-awareness, the student should experience active career exploration and preparation which leads to career identity, or the selection of a role in the world of work.

Materials

1. Set of 25 Lesson Plans
   Print, 1-2 pages each, intended for teachers, grades K-6.
   Each lesson plan includes career concepts, performance objectives, list of materials, lesson description, and anticipated results.

The Project

Finances. Seventy percent of project funds for this year was spent for project staff salaries. Twenty percent was spent for curriculum materials for classroom use and ten percent to compensate staff development participants.

Project Staff. The project employs one full-time project director who was formerly a teacher of social studies. The project director spends about 75 percent of his time working directly with elementary teachers. The remainder of his time is spent in working with the elementary principal, counselor, and librarian, and in planning. Thus far, the focus of the project has been grades K-6, although the district has developed goals for higher grades and hopes to expand the project eventually.

Training. During this year, training was conducted by the project staff, local school staff, and consultants from other school districts. Most of the school staff received 10 or more hours of training. The remainder received an orientation to career education. In addition, the project director and many of the teachers participated in training workshops sponsored by the Texas Education Agency Region X Education Service Center, a state-funded pilot project serving 10 school districts. Training included information about the world of work, community resources, materials, and curriculum development. Training took place during school, in the evenings, and during the summer. Most of the materials used in training are locally developed. The remainder are commercially-published or developed by the Education Service Center.

Curriculum Materials. About half of the career education instructional materials used by the project are locally developed. The remainder are drawn from commercial and non-commercial sources. About half of the curriculum materials used are student materials and half teacher materials. The project director and teachers have developed sample lesson plans in career education for grades K-6. The project director has also identified useful curriculum guides and student materials, and has purchased some materials for classroom use. Other materials are available on loan. The materials are both in print and audiovisual form, and have all been developed since 1970.

Community Resources. The project director has identified and catalogued community speakers, trips, and materials, and arranges for use of these resources.

Public Information. The project director shares information about the project within the district by speaking at meetings, sending newsletters, inviting visitors, and preparing frequent news items for the local newspapers. Information is provided for parents, employers, and other community organizations. The project director disseminates information outside the district by attending meetings, sending newsletters, and inviting visitors.

The School Instructional Program

Staff. About 80 percent of the elementary classroom teachers in the district are actively participating in career education. The elementary principal and librarian are also involved in career education.

Content. Based upon a locally-developed definition of career education and the CCEM tenets of career education, the project has developed broad career education goals. Some examples are given above. Using these broad goals, detailed objectives, stated in terms of student behaviors, have been created for each of the sample career education lessons developed by teachers in the district. The career education curriculum deals with many aspects of life, and differs from the regular curriculum in that it introduces the awareness of the world of work to students in grades K-6. In this district, the career education curriculum precedes vocational education, parallels it, contains it, and is an alternative to vocational education.

Methods. The methods used to teach career education do not differ from traditional methods, but do include greater use of demonstration, discussion, student projects, and hands-on experiences. Teachers have created sample lessons in which career education is infused into many subject areas. Using these as examples, teachers are continuing to infuse career education into these subject areas.

Evaluation

Internal Evaluation. No internal evaluation of the project has been conducted.

External Evaluation. During this year, the Region X Education Service Center has conducted an external evaluation of the project. Through interviews and questionnaires directed toward the project director, the school staff, and students, the areas of project financing, project staff, staff training, curriculum materials, use of community resources, and dissemination of public information have been evaluated.

LUFKIN SUMMER INSTITUTE FOR TEACHERS
Lufkin School District
Lufkin, Texas

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Small Town

Students' Background: 60% White
30% Black

Annual Family Income: 50% $10,000-14,999

Contact Person:

Ms. Christine Seago
Assistant to Project Director
Lufkin Summer Institute for Teachers
800 E. Denman Avenue
Lufkin, Texas 75901
(713) 634-6696

	District Schools	Project Schools
Number of Schools	14	13
Grade Levels	K-12	K-12
Number of Staff	350	
Number of Students	8,200	8,200

Years of Project Operation: 1

Number of Project Staff: 1 Full-time
1 Part-time

Project Funding:
Total $75,000

Definition of Career Education

Giving students an opportunity to explore and become aware of the world of work, their own proclivities, and their own talents and skills.

Goals

The key goals of this project are the development of career concepts, multi-ethnic relations, and reading skills.

Materials

1. Individual Teacher Instruction Modules
   Print and Audiovisual, 1-4 weeks of class time each
   Intended for teachers and students, grades K-12
2. Design to convey career education via reading, in addition to developing multi-ethnic understanding

Project Staff. The project staff includes a project director, an assistant to the project director, and three librarians, although not all are paid out of project funds. The project director was previously a professor of education. His assistant was formerly a secondary school teacher of English. The project staff spend about 70 percent of their time working directly with elementary teachers. The remainder of their time is spent with school staff at other grade levels.

Training. Training in the district was conducted by project staff and consultants from higher education institutions. About 15 percent of the teachers in the district and a third of the guidance counselors have participated in training. Training activities took place during the summer and after school. The training activities particularly stressed curriculum development in the areas of career education concepts, multi-ethnic understanding, and the teaching of reading.

Curriculum Material. All of the instructional materials used in the program are the teacher materials developed in the training workshops described above. Each teacher involved in training developed one or more instructional modules in reading which were designed to develop students' career education and ethnic understanding. Most of the modules developed are at the elementary level. The project staff have identified useful student materials which they have purchased for classroom use. They also loan and circulate curriculum guides and student materials.

Community Resources. The project staff have identified and catalogued community speakers, trips, and materials, and make arrangements for teachers to use these resources.

Public Information. The project staff share information within the district by speaking at meetings and inviting visitors. They disseminate information outside the district by the same methods.

The School Instructional Program

Staff. Career education instruction in the district is carried out by classroom teachers. About 30 percent of the elementary teachers in the district and five to ten percent of the teachers at other grade levels are actively participating in career education.

Content. Based upon the definition of career education used by the project and the broad goals stated above, detailed objectives expressed in terms of student behaviors are spelled out within each module. The content of the career education curriculum deals with work, citizenship, family life, leisure, ethics and morality, esthetics, and multi-ethnic relations. In this district, career education precedes vocational education. This curriculum differs from the regular curriculum in that the teacher is asked to relate career education and life-work concepts to each subject area.

Methods. The methods used to teach the career education curriculum include a much greater use of multi-media techniques and hands-on activities than does the regular curriculum. Career education is infused in the areas of language arts/reading/English, mathematics, science, and social studies at all grade levels.

Evaluation

Internal Evaluation. No internal evaluation of the project has been conducted.

External Evaluation. A consultant conducted an external evaluation of staff training and curriculum materials. The evaluator conducted interviews with project staff and school staff and reviewed the products they had produced in order to complete this evaluation.

ORANGE COUNTY COOPERATIVE

West Orange Cove, Little Cypress, Bridge City, Vidor, and Orangefield School Districts
Orange, Texas

Districts and Project Information: 1973-1974

Contact Person:

Mr. Gerald Eddlemon
Director
Orange County Cooperative
P.O. Box 1107
Orange, Texas 77630
(713) 88605700

Districts Population: 100,000-499,999

Type of Area: Rural, Small Town
Surburban and Urban

Students' Background:	82%	White
	18%	Black
Annual Family Income:	40%	$15,000-19,999
	20%	$10,000-14,999
	15%	$ 5,000- 9,999
	15%	$ Under $5,000
	10%	$20,000 or more

	Districts Schools	Project Schools
Number of Schools	28	28
Grade Levels	K-12	K-12
Number of Staff	1,250	
Number of Students	20,000	

Years of Project Operation: 2

Number of Project Staff: 6 Full-time

Project Funding:

Federal	VEA	$118,000
Local		13,617
Total		$131,617

Approach to Career Education. The approach taken is one of selling teachers, community and parents the idea and rationale behind career education. In the schools, this goal has been accomplished by inservice training, primarily aimed at the understanding, implementation and inclusion of career education concepts at all levels through an interdisciplinary approach. If the teacher is to be a major influence in career education, she must be assisted and encouraged. Therefore, the project staff has coordinated their efforts with teachers to come up with methodologies and materials that are effective. The project works cooperatively with ongoing vocational programs, and helps with job placement for students.

Project Staff. The project staff include six full-time members. These persons devote all their time to career education. The staff includes a director, four elementary consultants, and one placement coordinator. The elementary coordinators spend approximately 85 percent of their time working with teachers and developing programs, and 15 percent in inservice training toward full implementation. The project staff work with all 28 of the schools in the county.

School Staff. The classroom teachers bear the primary responsibility for carrying on career education in the classroom. There are many schools that also involve guidance counselors and teachers in group interaction, decision making and job information activities, many of which take place outside the classroom. Although the project is being implemented in all of the schools, only about 75 percent of the educators are actively implementing career education procedures.

Training. Training takes place primarily in the schools. There are combined efforts in some cases. One county-wide inservice training program involved all teachers of grades K-12, bringing together teachers from all of the schools on a show and tell, bring and brag basis. Teachers also visited various places of business within the community. The purpose of the training was first to inform and later to provide expertise and materials for implementation based on the teachers' involvement and interaction. After the initial inservice training, all of the elementary teachers were involved in the program and 85 percent of the high school teachers participated.

Community Resources. Initial contacts for resources were made personally by both project staff members and the director. The project director has made over 50 presentations to civic and parent groups regarding career education and the community role in it. A resource file has been developed and correlated with the fifteen occupational clusters. The program utilizes many parents who come into classrooms and discuss their work with students. Both the students and the parents enjoy these visits immensely. Business and industry have also been cooperative in every way possible.

Curriculum Materials. Materials for all levels are used, 75 percent of which are locally developed. Participating staff have also developed filmstrips and slides, primarily aimed at the elementary levels. About half of the materials developed are for students and half are for teachers.

Materials produced by the project are described below:

1. How I Handbook
   Print, 35 pages, intended for students, grades K-6.

2. How II Handbook
   Print, 225 pages, intended for students, grades K-6.

3. Flagon the Dragon
   Slides, 18 minutes, intended for students, grade 3.

4. Filmstrips - Various
   Filmstrips of varying lengths intended for various grade levels.

5. Games and Puzzles

An Idea That Worked. When the project first began it was decided to adopt some sort of animated character to help introduce elementary children to career education. It was also thought that this character might draw community and teacher attention so the project might have a central theme to build around. An orange and purple dragon was chosen for this purpose. Before the beginning of school, project staff drew, colored and laminated 35 dragons to be placed at two locations in each of 17 elementary schools. The student and teacher interest was great, so it was decided to have the elementary students participate in a "Name the Dragon" contest. Contest rules were set. Approximately 3,500 students became involved in naming our dragon, "Sir Learnalot". This dragon now adorns the covers of all of our materials and presentations, and project staff are laughingly referred to as the "dragon people". This idea definitely accomplished its objective.

PUTTING THE U IN EDUCATION *
Plainview Public Schools
Plainview, Texas

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Rural and Small town

Students' Background: 50% White
42% Black
8% Mexican American

Annual Family Income: 60% $10,000-14,999
15% $15,000-19,999
15% $ 5,000- 9,999

Contact Person:

Mrs. Elizabeth Grady
Career Education Project Coordinator
Putting the U in Education
Plainview Public Schools
P.O. Box 1540
Plainview, Texas 79072

(806) 296-5563

	District Schools	Project Schools
Number of Schools	11	4
Grade Levels	K-12	K-12
Number of Staff	350	39
Number of Students	5,650	2,350

Years of Project Operation: 1

Project Funding:

Number of Project Staff: 5 Part-time

Approach to Career Education. This district is one of five satellite districts served by the Texas Region XVII Educational Services Center. The district drew their career education program from the California State Department of Education, utilizing trainers, materials, and local school consultants from California. The program is designed to make subject matter more relevant and meaningful to the individual student by focusing on occupational choice and self-awareness for students in grades K-12. The program aims to help students achieve career-awareness, self-awareness, attitude development, educational awareness, economic awareness, and consumer competencies beginning in kindergarten. In grades 7-8 students are assisted in career planning and decision making, skill development, and career orientation. In grades 9-12 students participate in career exploration and career preparation. In this project career education is infused in all subject areas at all grade levels, although grades 7-12 have required more effort for infusion. Career education in this district contains vocational education. Teachers make frequent use of student projects and research in grades K-12 and provide many hands-on experiences, especially in secondary grades. The program has also made effective use of learning center experiences for students in grades K-6.

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* This report describes only career education activities in the Plainview Public Schools, one of five satellite schools in a Texas Region XVII Educational Services Center project.

Project Staff. Career education in this district was organized by a committee of five who all serve part time. One is the project coordinator who is also elementary curriculum coordinator for the district. Four others are principals of the four schools served by the project; two at the elementary level, one at the junior high school level, and one at the senior high school level. The project staff divide their time equally across grade levels and work primarily with teachers and librarians.

School Staff. Teachers working in the classroom and guidance counselors working outside the classroom carry out career education instruction in this district. About 11 percent of the elementary school staff, 6 percent of the junior high school staff, and 15 percent of the senior high school staff actively participate in career education.

Training. Consultants from the California State Department of Education and a consultant from a California school district conducted training for all of the staff in the project schools. Staff received released time to attend training during school hours. The training sessions included lectures and group and individual conferences with the consultants. Training included an orientation to career education and emphasized teaching techniques by which career education could be infused into regular subject matter. Information was also provided about the world of work, the use of community resources, curriculum development, and selection of materials. Many materials from projects throughout the State of California were used in training. Most of these were professional materials, although some student materials were used.

Community Resources. The project has not stressed the use of community resources thus far.

Curriculum Materials. All of the materials used by the project are developed by California school districts or the State Education Department. The Region XVII Education Service Center has purchased a set of materials for each teacher in the project schools. Extra sets are also available in libraries. Half of the student and teacher materials used in the district are at the senior high school level. Thirty percent are junior high school materials and 20 percent are elementary materials. About 80 percent of the materials are in print and the remainder are audiovisual materials. The project has not developed any materials of its own thus far, but plans to do so in the future.

CAREER EDUCATION PILOT PROGRAM
Richardson Independent School District
Richardson, Texas

District and Project Information: 1973-1974

District Population: 140,000

Type of Area: Suburban

Students' Background:

Annual Family Income: $15,000 (Average)

Contact Person:

Mr. Dave Pullias
Career Education Coordinator
Richardson Independent School District
Richardson, Texas 75080

	District Schools	Project Schools
Number of Schools	37	4
Grade Levels	K-12	K-12
Number of Staff	1,700	
Number of Students	33,000	

Years of Project Operation: 1

Project Funding:

Number of Project Staff: 1 Full-time
3 Part-time

Approach to Career Education. The program's goal was infusion of career education into the existing curriculum. In order to do this staff development programs were developed for the faculties of the pilot schools. The teachers were presented with various methods of infusing career education into the curriculum and were given practice in doing so. They were asked to relate their activities to a pre-determined list of career development concepts. These concepts dealt with self awareness as well as career awareness. The activities that were developed by the faculties and tested in the classroom were then organized into curriculum guides for the different grade levels.

Project Staff. Career education is directed by one full-time central staff member. Each pilot school has a campus coordinator for career education. These people are regular classroom teachers but are granted released time for coordinating career education in their buildings. This released time is made available to all teachers in the pilot network of the Region X Educational Service Center's career education project. Plans call for additional project staff members for the 1974-75 school year.

School Staff. While all teachers were encouraged to infuse career education into the curriculum, no one was forced to participate. As a result career education got off to a positive start. Within the pilot schools, approximately 80 percent of the staff has worked with the career education concept. Counselors have also contributed greatly, particularly in the area of self-awareness.

Training. Staff development was to be the key to the success of the career education program. Inservice training was conducted for all teachers involved as well as for administrators and counselors. The staff development was conducted primarily in the form of workshops providing the participants with hands-on experiences.

Community Resources. Contact persons in business and industry were identified and asked to assist teachers in securing community resource people. A list of these people was furnished to all teachers involved in the project.

Curriculum Materials. Since it was hoped that the career education approach would be developed by teachers, no pre-planned program or curriculum guide was used to begin the program. As a result, locally developed and classroom tested curriculum materials are now available. The career education department was provided with a very substantial budget for purchasing supplementary materials for use in the classroom.

An Idea That Worked. Since most counselors in our school district were trained primarily to help students select college preparatory programs and not career paths, something had to be done to acquaint them with the world of work. To do this, monthly field trips were organized for counselors. They toured businesses and industries in the area. They were informed about the types of people hired, job requirements, working conditions, wages, the education required for different jobs, and so forth. They were also given an opportunity to speak directly to personnel who provided them with very valuable information.

CAREER EDUCATION PROJECT
Region Ten Education Service Center*
Richardson, Texas

Districts and Project Information: 1973-74

Districts Population: 1,221,000

Type of Area: Rural, Small Town, Suburban and Urban

Students' Background:
75% White
18% Black
6% Mexican American

Annual Family Income:
33% $ 5,000- 9,999
24% 10,000-14,999
20% Under 5,000
14% 15,000-19,999
9% 20,000 or more

Contact Person:

Mr. John C. Shirley
Project Coordinator
Career Education Project
400 East Spring Valley
P.O. Box 1300
Richardson, Texas 75080
(214) 231-6301, ext. 80

	Districts Schools	Project Schools
Number of Schools	278	48
Grade Levels	K-12	K-12
Number of Staff	11,508	1,898
Number of Students	195,921	35,710

Years of Project Operation: 2

Number of Project Staff: 3 Full-time

Project Funding:

Federal VEA		$ 42,000
	Title III	100,000
Total		142,000

Approach to Career Education. In the fall of 1972 the project assisted two pilot districts in an eight county region (Region Ten) of North Texas with the installation of a comprehensive, K-12 career education program at selected campus sites. During the spring and fall of 1973, eight more districts were added to the pilot network. The project will serve approximately 48 campuses in 12 districts during the 1974-75 school year. The development and installation of a comprehensive career education program in these 12 LEAs takes place in three steps. First, a systematic, district-wide plan of action for implementing career education is developed. The plan includes general goals, roles, responsibilities, identification and allocation of resources, monitoring and evaluation, inservice plans, curriculum development, scope and sequence, and a time line for completing project activities. Second, a systematic staff training program is designed to provide project personnel

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[*] The Region Ten Career Education Project is working primarily with a pilot network of 12 Local Education Agencies (LEAs) within the region. Figures and percentages reported here represent totals for all 12 Local Education Agencies.

with the planning and teaching skills required for successful implementation of career education. This includes follow-up with individual teachers at the campus level during the school year. Third, a comprehensive collection of multimedia career education materials is circulated and used.

Project Staff. The full-time project staff includes a coordinator and two consultants. During the 1974-75 school year the project will serve at least one elementary, one junior high school and one high school for each of the 12 pilot districts. However, the project staff offers consultant services to all 81 school districts within Region Ten on a more limited basis. They work with both administrators and teachers, spending approximately two-thirds of their time with teachers.

School Staff. Each of the 12 LEAs has a district coordinator and a campus coordinator for the pilot career education project sites within the region. The goal of each LEA team is to promote 100 percent staff involvement at each pilot site. The degree of success ranges from 100 percent in one district, to 75 percent participation among the elementary staff and 25 percent of the secondary level staff in another district.

Training. Staff development is the major thrust of Region Ten's career education project. The project serves each pilot district's needs with staff training designed to orient them to career education concepts and provide each individual educator with the skills and competencies needed for successful planning and implementation. During the school year a series of workshops are held for teams of pilot school personnel including administrators, counselors, and academic and vocational teachers. These workshops take place at the Education Service Center and in the local district.

Community Resources. The project staff helps local LEAs learn to use community resources. Staff members themselves use these resources in planning project organization and follow-up activities. Some of the participating pilot districts have identified and cataloged community resources.

Curriculum Materials. The project has accumulated, and continues to expand and maintain, a collection of multimedia materials including hundreds of commercially produced and teacher-made items. The materials are available on a loan/circulation basis for student and staff use at the elementary and secondary levels. In addition, a number of career education curriculum plans, ideas, activities, and units have been develpped by pilot district personnel and widely disseminated within the region.

Materials produced by the project are described below.

1. Career Education "Mini" Units.
   Print, 250 pages; intended for use by teachers in grades K-12.
   Curriculum units developed by pilot district personnel for use at all levels and in most subject areas.

2. A Personal Letter to Ed. U. Cator.
   Print, 90 pages; intended for use by any educator in grades K-12.
   A practical implementation guide for educators who may wish to start a career education program.

3. Career Education Materials: Region Ten Education Service Center. Print, 61 pages; intended for use by all Region Ten educators in grades K-12. A catalog of career education materials available from Region Ten Education Service Center.

4. Career Education Teaching Strategy Mini-Pacs. Print, 61 pages; intended for use by classroom teachers in grades K-12. An accumulation of 13 technique/methodology pamphlets such as "Role Playing Strategy."

5. Region Ten Education Service Center's Career Education Project. Auto-slide, 12 minutes; intended for use by all educators in grades K-12.

An Idea That Worked. A scavenger hunt for career education materials was held at a career education training seminar. This was for teachers, counselors, and administrators of Region Ten's career education pilot districts. The participants were divided into teams of five and each individual was given a set of questions. In order to answer these they investigated such materials as the Occupational Outlook Handbook, the SRA Handbook of Job Facts, curriculum guides, the Career Education Resource Guide, the Dictionary of Occupational Titles, the SRA Job Family Series, Popeye Career Cluster Comic Books, and various other student games, kits and books. The participants completed their scavenger hunt by taking part in a model activity conducted by one of several resource teachers.

CAREER EDUCATION PROJECT
Alpine School District
American Fork, Utah

District and Project Information: 1973-1974

District Population: 60,000-80,000

Type of Area: Small Town

Students' Background: 98% White

Annual Family Income: 63% Under $10,000
35% $10,000-25,000

Contact Person:

Dr. Stanley A. Leavitt
Junior High School Supervisor
Alpine School District
50 North Center
American Fork, Utah 84003
(801) 373-9666

	District Schools	Project Schools
Number of Schools	29	5
Grade Levels	K-12	7-9
Number of Staff	810	170
Number of Students	19,000	4,200

Years of Project Operation: 1

Number of Project Staff: 8 Part-time

Project Funding:

Federal	$58,054
State	22,900
Local	24,700
Total	$105,654

Definition of Career Education

Alpine School District Career Education encompasses all education and concentrates on that part of the learning experience that helps the student to discover, define, and refine his talents, and use them in pursuit of a career.

Goals

1. A set of career objectives will be filed in a portfolio for each seventh grade student early in the school year. An orientation unit on writing career objectives will be given before the objectives are written.
2. The career objectives written by students in the seventh grade will be reviewed at least yearly in the eighth and ninth grades.
3. Every seventh grade student will have at least one career oriented counseling interview with a school counselor and the student's parents.
4. Each junior high school student will have at least three contacts in a career of his choice with a person or persons directly involved in that career. This will be accomplished by career and quest days.

5. Each junior high school will maintain a folder portfolio for each student to make available to the student his career goals and other specially significant career materials.

6. Each ninth grade student will become involved, by observation or participation, in a real-work experience at the school or in the community in a special career area.

7. Each seventh grade student will take a semester course entitled "Career Education".

8. Each eighth and ninth grade student will take a mini course as a sequential follow through from the seventh grade semester course.

9. Each teacher will become a career teacher.

The Project

Finances. The project began in May, 1973 with $58,054.00 under Section 131(a) of Part C of Public Law 90-576; and $5,900.00 in state funds in kind, and $24,700.00 local funds in kind. In March of 1974 the state added $17,000.00 to their contribution. Over three-fourths of the money is being spent for personnel costs (mostly teachers in curriculum development), small equipment, and prepared curriculum materials. Some money was spent in student travel and printing of curriculum materials.

Project Staff. The project staff includes a part-time project director and a part-time assistant director serving for half of the year with a principal and four school counselors serving on a district coordinating committee. A consultant from a nearby university worked with the project for approximately one month during the year. Fifty teachers, counselors and an administrator worked for 10 days in June of 1973 developing curriculum. Twenty-four teachers and counselors worked on curriculum revision for two weeks in June of 1974. The other teacher and student involvement was during the regular school day.

Training. Training was conducted during individual school faculty meetings by the person from the school on the district coordinating committee assisted by the director, assistant director, and consultant.

Materials.

1. A semester course for seventh grade of about 150 pages.

2. A mini-course for eighth grade with alternatives for student choices. (About 50 pages.)

3. A mini-course for ninth grade students with alternatives for student choices. (About 60 pages.)

Public Information. In our workshops we invited students, parents, and community representatives to share in developing procedures for community involvement. The Chamber of Commerce was very helpful in our program. Teachers went into the communities, visiting merchants and a cross section of employers. Newspapers were very helpful in writing news articles and taking pictures of our workshops.

The School Instruction Program

Staff. Under the direction of the principal in each school, both the teachers and guidance counselors have a role in the career education program. The counselor coordinates the program and conducts interviews with students and parents in relation to career goals. Designated teachers teach the seventh grade semester course and the mini-course in the eighth and ninth grades. Every teacher teaches career information in relation to his own teaching curriculum.

Content. Using materials previously developed by one junior high school and following state and federal guidelines, a semester course was developed for all seventh grade students. The course begins by talking about decisions in life and setting goals leading onto a life's career. The importance of study skills and how to study is also discussed. Other general areas are: learning about self and others; introduction to the world of work; self-analysis for career selection; personal preparation for jobs, and preparation for changing times.

Eighth grade students will be given experiences, both real and simulated, to demonstrate that career choice is a contributing factor in one's economic, recreational, and social life style. This will be a mini-course of about three weeks duration.

Ninth grade will also have a mini-course of about three weeks, building up to and participating in a real-work observation and experiences where possible. This experience will be with a parent or someone arranged through a parent.

Methods. Teachers will use as many simulation activities and real life experiences as possible to make career education become something interesting and relevant to youth. Parents will be involved in discussions and interviews to make careers a family program. Filmstrips and other visual aids will add extensively to the program.

Community Resources. One school has cataloged community resources and others will do likewise. The Chamber of Commerce and other community groups are playing an important role in the program.

Evaluation

Evaluation is an ongoing project in re-evaluating and revising curriculum materials. The materials developed in June of 1973 have been evaluated by teachers and revised in June of 1974. An outside agency has evaluated content retention and value decisions as discussed and prepared during the classroom activity. Effectiveness of counseling interviews and a determination of how well the objectives have been met are part of the evaluation program.

CAREER EDUCATION PROJECT
Davis County School District
Kaysville, Utah

District and Project Information: 1973-1974

District Population:	100,000
Type of Area:	Suburban
Students' Background:	94% White 6% Mexican-American
Annual Family Income:	50% $15,000-19,999 25% $20,000 or more 20% $10,000-14,999

Contact Person:

Mr. Dick Stevenson, Principal
Davis High School
325 South Main Street
Kaysville, Utah 84037

	District Schools	Project Schools
Number of Schools	53	
Grade Levels	K-Adult	
Number of Staff	1,500	
Number of Students	35,000	

Years of Project Operation: 1

Number of Project Staff: 4

Project Funding:
Federal $ 115,581

Definition of Career Education

Career education was defined as those parts of the educational system focused on providing the individual with skills, understandings, and values necessary for obtaining and succeeding in gainful occupations.

Goals

Within the framework of the guidelines established by the coordinating board, a major goal was established: that every child should have a background in and an understanding of the world of work so that he can be placed on the next step of his career plan when he leaves Davis County Schools. To reach this goal, the district has established goals to be achieved by each of the four age level components of the program. The elementary grades component is to deal chiefly with a child's awareness of himself and others, his attitude toward work and workers, his awareness of careers, his perception of the magnitude of career possibilities, and his establishment of elementary decision-making skills. The middle school's chief concerns are to provide exploratory career experiences for all students, to establish tentative career and educational goals, to recognize personal capabilities and limitations, and to continue the elementary level goals. The high school continues to deal with the above goals. It also aims to further career planning, to develop career skills and competence and to prepare students for further training in colleges or technical schools as required by the their career goals. The post-high school program is meant to develop and upgrade vocational skills and to provide further training for those who desire it. Both the high school and the post-high school components aim to help each student reach his career goals.

Training. Many of the teachers in the elementary, middle school and high school career education programs attended orientation sessions, inservice training and curriculum development workshops. These sessions were held under the auspices of the State Superintendent's Office, Westminster College and Utah State University.

Curriculum Materials. Teachers of all grade levels participated in workshops led by the project director and curriculum specialist, the principal, representatives of the State Superintendent's Office, or consultants from Utah State University. On each level, teachers prepared career mini-units and received instruction and practice in the teaching of such material.

The School Instruction Program

Content. The classroom activity in the elementary schools centered around the Utah World of Work units, 66 units that were prepared under the sponsorship of the Utah Superintendent's Office, Vocational Education Division. Each grade level selected two units to be taught this year. The World of Work units provide suggestions for reference material, media, and types of resource people to be used. Both concepts to be taught and objectives are given. Activities are outlined and testing materials provided. At the middle school level, great emphasis was placed on hands-on experience in many fields, and on career mini-units. Basic career dimensions were emphasized in the mini-units, such as description of a job, possible earnings, working conditions, life style of the worker, skills needed, training required, job entrance requirements, and favorable and unfavorable factors of the career. A unit on economic understanding was taught in the eighth grade as a regular part of the social studies course. On the high school level, career mini-units were taught one hour a week for four weeks. Every student registered for a first, second, and third choice from the 57 different mini-unit course titles. Most students were given their first choice. No consideration was given to grade level.

Method. In the elementary program, a great number of community resource people were used. Display boards were also utilized, walking field trips were made, and audio-visual materials were developed to implement the teaching. There has been a conscious effort made to avoid hands-on experiences at the elementary level. In the middle school, methods of instruction varied from unit to unit. Audiovisual media, resource people, experimentation, lectures, student writing, research, library facilities, and most other standard methods were used. In the high school, as in the middle school, a great variety of methods and techniques were used. Because of the greater sophistication of the students, a greater number of resource specialists were used in the mini-courses. Teaching moments became quite frequent in many classes. A further dimension of possible vocational opportunities was introduced into the hands-on classes. Some teachers tried some "off the cuff" approaches to create interest in career awareness and application. Many of these were both interesting and provided motivation. Gradually they gave way to more carefully planned approaches. It seemed that the career education concept had permeated almost every area of subject matter at Davis High School during the last quarter of the first year.

Community Resources. During the first year, rather extensive use was made of community resources for career information. Resource people become valuable to students as the students move through the school system. The greater the degree of sophistication on the part of the students, the greater the expertise needed in the resource person. The teacher cannot be expected to fill this role on the higher levels. Community specialists are needed. This does not discount the value of resource people in the lower grades, nor in public relations. A teachers' guide for the use of resource visitors was prepared and widely used. It anticipated three definite steps: informing the visitor of what is wanted and the level of the children's maturity, preparing the class for the community persons' visit, and holding follow-up class sessions to examine and assimilate the information provided by the visitor. Within this framework each school used community resource people in the career program. The high school uses 101 resource visitors, the middle school 46, and the elementary schools used 190 career resource people from the community.

Evaluation

Internal Evaluation. The schools have conducted internal evaluations by using interviews, observations, and questionnaires with school staff and students.

External Evaluation. Dr. Cottrell of the Brigham Young University has been retained to do an external evaluation.

An Idea That Worked. The pupil services department of the State Superintendent's Office has a mobile van that is equipped as a career information center. The van was made available to the Davis County career education program for use early in February 1974. It remained at Davis High School for the rest of the school year. The first activity with the van was directed at all secondary school counselors in Davis County School District. Counselors were introduced to the philosophy and strategies of the career education project. They were then given instruction in the use of the information center. The remaining 30 hours of their workshop were devoted to reviewing career education materials and equipment. Materials were tentatively selected for their individual schools' career information centers. They also learned to develop study units in career education. They used this knowledge to assist teachers in their school's use of career information and unit development. Two members of the faculty of Utah State University and a representative from the State Superintendent's Office were consultants in the van. The staff of Davis High School used the van in connection with their workshop. They were instructed in its use and the use of career information centers. The middle school also had access to the van materials. Each elementary school in the project held one inservice training session at the van to familiarize the staff with career information centers.

CAREER EDUCATION PROGRAM
Weber School District
Ogden, Utah

District and Project Information: 1973-1974

District Population: 20,000

Type of Area: Rural, Small Town, and Urban

Students' Background: 91% White

Annual Family Income: 60% $ 5,000-.9,999
35% $10,000-14,999

Contact Person:

Dr. Varnell A. Bench
Career Education Program
Curriculum Director
1122 Washington Blvd.
Ogden, Utah
(801) 394-8873

	District Schools	Project Schools
Number of Schools	31	31
Grade Levels	K-12	K-12
Number of Staff	800	
Number of Students	20,000	

Years of Project Operation: 5

Number of Project Staff: 3 Part-time

Project Funding:

State	$ 40,000
Local	50,000
Total	$ 90,000

Approach to Career Education. This has not been a project venture. Rather it is an effort on behalf of all school personnel and faculty to determine and fulfill basic needs. An exploratory center was set up at the junior high school level and an orientation program was established. These were repeated in the high school. In the elementary school there was a need for a preparatory program in the "world of work." Teacher orientation and training was also found to be necessary at this level.

Project Staff. All school personnel work cooperatively. Our vocational director has devoted a great deal of time to career education and the curriculum director has supported the effort.

School Staff. All district office personnel, principals, assistant principals, counselors, and teachers are involved in career education.

Training. Utah State University conducted career education training for all of our staff members. Approximately 75 percent of the staff in our district received training, all of which took place in the schools. The purpose of the training was to develop relevant curriculum materials and guidance techniques.

Community Resources. The Director of Vocational Education contacted businesses in the district, many of which have been continuously cooperative with staff and program.

Curriculum Materials. A curriculum guide for inservice was developed for elementary level teachers, to facilitate their application of career education. A success orientation curriculum was also developed for use at the junior and senior high school levels. Hopefully, it will prepare secondary students for career investigation.

Materials produced by the project are described below:

1. Student Delivery System - Title III Final Report
   Print, 100 pages, intended for teachers, grades K-6.
2. Success Orientation Final Report
   Print, 150 pages, intended for teachers, grades 7-12.
   Shows change in student attitudes.
3. Teachers Guide for Success Orientation
   Print, 100 pages, intended for teachers, grades 7 through 8.
4. Decisions
   Print, 50 pages, intended for teachers, grade 10.
5. World of Work Units
   Print, intended for teachers, grades K-6.

An Idea That Worked. An idea that worked for us is our Success Orientation program. We developed teams of administrators, teachers, and counselors, who taught seventh grade students success orientation, preparing them for career investigation. Success orientation is a forty hour program.

THE WORLD OF WORK PROJECT
Provo School District
Provo, Utah

District and Project Information: 1973-1974

State Population: 25,000-99,999

Type of Area: Rural, Small Town, Suburban and Urban

Students' Background: 85% White
15% Other

Annual Family Income:

Contact Person:

Dr. Ray D. Warner
Director, Career Education Specialist
280 West 940 North
P.O. Box 949
Provo, Utah 84601
(801) 373-6301 or 328-5574

	State Schools	Project Schools
Number of Schools	400	300
Grade Levels		K-6
Number of Staff		
Number of Students		

Years of Project Operation: 4

Project Funding:
Total $180,000

Number of Project Staff: 6 Full-time
30 Part-time

Approach to Career Education. The basic strategy was to infuse career education concepts into grades K-6. Objectives were written out and the scope and sequence of the program were developed. Teacher training programs were outlined and 92 teaching units were specifically developed to meet the objectives. Each unit was designed to meet specific objectives within the scope and sequence of the program. Classroom experiences, field trips, resource people and many audiovisual materials were recommended for use by teachers. Teacher creativity enhances the teaching units. The units were considered minimal program suggestions only.

Project Staff. The project staff originally included six full-time educators during the first two years, while the program was undergoing development. During the last two years all development has been done by part-time writers working on a contract basis. The project staff spent 50 percent of their time in development work and 50 percent of their time in project schools with project teachers. The director spent 80 percent of his time conducting the inservice training of teachers and 20 percent of his time in developing and disseminating materials.

School Staff. Three hundred schools are involved in this project, representing 75 percent of all schools in the state of Utah, but only 40 percent of elementary students in the state.

Training. Each participating school committed a certain amount of faculty time to inservice training prior to its entry into the program.

The training included three two-hour sessions and several individual conferences for the purpose of orienting teachers to the philosophy, materials and methods of career education. All sessions were conducted by the World of Work Project staff members.

Community Resources. All units recommended that students take a field trip to some business or industry. The school principal or teacher arranged these trips. All community resource people have been very helpful and cooperative. Parents of school students were the first to be used as resource people whenever possible. Parents were very willing to spend their time, while other people sometimes thought that the student visits were burdensome.

Curriculum Materials. The Utah World of Work Project units included 92 units by title. The World of Work inservice and preservice training program involved 15 filmstrips and tapes that were developed for use in lieu of field trips and are available for use upon application to the project director. All materials were developed by members of the project staff or contract members.

An Idea That Worked. This program has been successful because of the use of community resources and parents as resource people. Parents of students within classrooms and within the school have been exceptionally helpful. Parents coming and going within the school have created an atmosphere of cooperation, and through the participation the parents have become very effective friends of the schools. Public relations becomes an integral part of school operations and school problems diminish. This approach has promoted interest and growth in career education.

CAREER AWARENESS PROJECT
Burlington School Department
Burlington, Vermont

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Urban

Students' Background: 99% White

Annual Family Income: 60% $10,000-14,999
15% $ 5,000- 9,999
15% $15,000-19,999
5% $20,000 or more
5% Under $5,000

Contact Person:

Ms. Barbara N. Ordway
Project Director
Career Awareness Project
Curriculum Center
Old Champlain School
Burlington, Vermont 05401
(802) 863-4521

	District Schools	Project Schools
Number of Schools	5	1
Grade Levels	K-6	K-6
Number of Staff	1,200	150
Number of Students		

Years of Project Operation: 2

Project Funding (three years):
Federal $30,000

Number of Project Staff: 1 Part-time

Approach to Career Education. The Ira Allen career awareness project is planned to provide elementary school students (K-6), with experiences to make them aware of the relationship between school and work. Plans call for identifying and training a select group of teachers from other schools in the city and expanding the number of classrooms where career awareness is an integral part of the curriculum. Next year, the curriculum center and the audiovisual center of the Burlington School District plan to merge. In conjunction with the merger, we plan to incorporate the materials and services of both centers into one project.

Project Staff. During the first two years of the program, the project director gathered materials and equipment needed for the project and was available one and one-half days per week for consultation. A technical aide worked 20 hours a week at cataloging materials, clerical work, and organizing field trips for students and teachers. During the 1974-75 academic year, the project director will be available to elementary schools two and one-half days a week. Ninety percent of her time will be with teachers, principals, and learning center personnel. There will be no technical aide so that ten percent of the director's time will be spent on clerical tasks.

School Staff. All K-6 teachers and the Ira Allen School's principal are active in the career education program. Three-quarters of the city's learning center personnel actively adopt and implement career education concepts and about one-fifth of the city's teachers participate in ongoing career education programs. The Burlington special education teachers are beginning to explore and promote career education.

Training. The project staff and teachers from Ira Allen School conducted two city-wide workshops and numerous mini-conferences for interested personnel. The workshops introduced concepts of career education and reviewed other ongoing projects. In addition, they provided opportunities for teachers to participate in hands-on and role playing activities, field trips, meetings with resource persons and techniques which are valuable to career education. Purchased materials and teacher-initiated ideas were used.

Community Resources. The project director created a file of all working parents. The file lists job titles, place of business, times when students can visit and availability of parents as resource persons for the school. Another file which lists numerous arts and crafts people who are available to come to the schools with hands-on activities has also been developed. General Electric, Burlington International Airport, Medical Center and Vermont Transit have been most helpful and continue to be supportive of our career awareness projects.

Curriculum Materials. Most of the career awareness projects and materials are developed by teachers. Resource materials are gathered from national curriculum projects. Professionally printed materials such as kits, books, films, filmstrips and cassettes have been most useful. Most of the materials bought have been on a K-6 level, though much of it is applicable to all grade levels.

An Idea That Worked. When the career education project began, we needed an introduction. During many staff meetings, we decided that the entire school would concentrate on one cluster for the year. Since the Medical Center is across the street, we chose the Health Cluster. The librarian compiled materials and plans were made for tours for each grade. Mini field trips allowed the children to explore, interview, and discover areas of personal interest. One interest led to another and other clusters were investigated. During the second year, the Transportation Cluster became our main focus and the airport served as its nucleus. For the 1974-75 school year, students have chosen to focus on communication.

COMPREHENSIVE CAREER PLANNING AND PLACEMENT
Morristown School District
Morrisville, Vermont

District and Project Information: 1973-1974

District Population: 3,500

Type of Area: Small Town

Students' Background: 100% White

Annual Family Income:

	District Schools	Project Schools
Number of Schools	3	3
Grade Levels	1-12	1-12
Number of Staff	68	68
Number of Students	1,150	1,150

Contact Person:

Mr. Jonathan W. Osborn
Project Director
Comprehensive Career Planning and Placement
Peoples Academy
Morrisville, Vermont 05661

(802) 888-4600

Years of Project Operation: 2

Number of Project Staff: 3 Part-time

Project Funding:

Federal	Exemplary Vocational-Technical	$13,050
Local		5,265
Total		$18,315

Approach to Career Education. In this district the guidance staff serve as staff for the career education project. At the elementary grades the career education program is designed to help students achieve self-awareness and career awareness. The project staff have prepared instructional units for teachers to use. In some units career education is a separate subject area. In others it is infused in math, social studies, or language arts. In grades 7-8 the program focuses on decision making. At this level the guidance staff work directly with students on this topic and serve as resource persons for teachers who wish to carry out correlated activities to enhance career education units. In grades 9-12 students receive an opportunity for exploration, both of work experiences and life styles. The project staff meet in group sessions with secondary students to help them make decisions on post secondary plans, whether for work or for school. Teachers also create activities in career exploration and the study of life styles. The project staff act as consultants and facilitators for these teachers. The final component of the program is an organized placement service for those seeking employment upon graduation.

Project Staff. The director of guidance for the district serves part time as director of this project. The elementary guidance counselors and the secondary guidance counselor also serve part time as staff for this project. The project staff serve all three of the schools in the district and devote equal time to all grade levels. They work primarily with teachers but spend some time with students, community representatives, and central office staff.

School Staff. Classroom teachers and guidance counselors carry out career education instruction in this district. About a third of the teachers in grades 1-6, all of the teachers in grades 7-9, and half of the teachers in grades 10-12 actively participate in career education.

Training. The project staff have oriented all of the school staff in the district to career education. They have also provided training for 60 percent of the teachers and librarians in the district. Training sessions have been held after school and during the summer. They have included workshops, demonstrations, and individual and group discussions with project staff. Training sessions have included information on curriculum development, teaching techniques, and the selection of materials. About half of the materials used in training are locally developed and half are commercially published. Most are materials designed for students.

Community Resources. The project staff arrange for the use of community speakers, trips, materials, and student work sites to convey career education concepts. They have received particularly strong support from community organizations such as the Rotary Club.

Curriculum Materials. About half of the career education instructional materials used in the district are developed by project staff and school staff. The remainder are commercially-published materials purchased to supplement the locally-developed materials. Materials are available at all grade levels and are about half student materials and half teacher materials. Two-thirds are in print and one-third audiovisual

Some materials produced by the project are described below:

1. Career Education Instructional Units (Eight have been developed)
   Print, 10-30 pages each, intended for teachers and guidance counselors, grades 3-12.
2. Bibliography of Materials and Supplies for Career Education
   Print, 15 pages, intended for teachers and guidance counselors, grades 1-12.

An Idea That Worked. In grades 9-12 this project offers students information about the world of work and techniques of locating employment and housing both in the immediate area and in other parts of the country. To accomplish these objectives the project staff have created a 70 page guidance unit for students in grades 11-12. It covers topics such as career choice, assessing aptitudes and interest, locating employment opportunities, preparation of vitae and references, source of job information and setting, interviewing and employment testing, labor practices and fringe benefits , apprenticeship, and taxes and social security. In addition to much exploration of job possibilities in the community and elsewhere, students are encouraged to examine the cultural and recreational advantages of life in different parts of the country. Lessons in the unit include topics for group discussion, audiovisual resources, practice sheets for students, and evaluation techniques on many practical aspects of the world of work. The project staff present these lessons to students in group guidance sessions throughout the year. They have found that students are motivated to study this material because of its relevance to the employment world they will soon be joining.

WILMINGTON VOCATIONAL EXEMPLARY PROJECT

Windham Southwest Supervisory Union School District
Wilmington, Vermont

District and Project Information: 1973-1974

District Population: 7,000

Type of Area: Rural

Students' Background: 96% White

Annual Family Income:
40% $ 5,000-9,999
40% $10,000-14,999
10% $15,000-19,999
5% Under $5,000
5% $20,000 or more

Contact Person:

Mr. Casey Murrow
Career Education Project Director
c/o Deerfield Valley Elementary School
Wilmington, Vermont 05363
(802) 464-5177

	District Schools	Project Schools
Number of Schools	7	1
Grade Levels	K-12	K-6
Number of Staff	97	14
Number of Students	1,000	205

Years of Project Operation: 1

Number of Project Staff: 3 Part-time

Project Funding:

Federal	$7,000
Local	8,200
Total	$15,200

Approach to Career Education. The major focus of the project is the theme "Careers in Context," an effort to expose children to many aspects of work: the job itself, the environment the job requires or creates, and the lifestyle it offers the worker. A major element of success in the multi-faceted approach is the involvement of career education in many subject areas of the curriculum. Another area of interest is the degree to which the children's learning has been extended beyond the confines of the school.

Project Staff. There are three part-time staff members. All spend 80 percent of their time in one elementary school but also do inservice work in other area schools. They concentrate on the main efforts and development of school staff and on direct work with children. The staff is deeply committed to support services in the classrooms. This involves introduction of materials and techniques as well as observation and encouragement of best practices.

School Staff. The staff has encouraged career education in all building classrooms and has seen results in 10 out of 12 classes. Career education efforts are carried out by project staff working directly with classroom teachers and supporting their initiatives.

Training. Training has taken place exclusively at Deerfield Valley Elementary School (the project site). Project staff and state education agency personnel have conducted training of all the Deerfield Elementary School staff and five percent of the remaining staff in the district. Training materials include films and various printed materials developed by local projects in New England. The purpose of all training has been to encourage use and development of career education materials and concepts.

Community Resources. The project staff has made many initial contacts in the community and developed a resource guide. The most useful resources have been community members willing to donate their own and/or company time and energies. Community resources are used weekly in most classrooms. One of the criteria for project evaluation is the degree to which teachers use community resources.

Materials produced by the project are described below.

1. Resource Guide.
   Print, 25 pages, intended for school and project staff, grades K-6.

An Idea That Worked. A fourth grade teacher and his class organized The Pencil House, an outlet in the front hall of the school, selling a variety of useful items to children. The class created the organizational structure of the store, did their own ordering and kept their books. At regular intervals, they switched roles in the store. Problems of credit and good relations with customers were dealt with in realistic terms. The experience with The Pencil House led the students in the class into impressive discussions with local merchants where there was much more give-and-take between children and adult than what we often observe when someone comes to talk about his work in school. The store required a checking account in order to acquire supplies and this was set up by the children using a local bank. The account and their experiences with it made the children wise visitors to the bank when they had a chance to go on a tour of it led by its Treasurer.

CAREER EDUCATION PROJECT
Bedford County Public Schools
Bedford, Virginia

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Rural

Students' Background: 81% White
19% Black

Annual Family Income: 39% $ 5,000- 9,999
38% Under $5,000
16% $10,000-14,999
5% $15,000-19,999

Contact Person:

Mr. Jerry Turpin
Supervisor of Career Education
Bedford County Public Schools
Box 332
Bedford, Virginia 24523
(703) 586-1045

	District Schools	Project Schools
Number of Schools	17	17
Grade Levels	K-Adult	K-Adult
Number of Staff	450	450
Number of Students	8,000	8,000

Years of Project Operation: 1

Number of Project Staff: 13 Full-time

Project Funding:

Federal	$162,000
State	80,000
Local	25,000
Total	$267,000

Approach to Career Education. On the elementary level, the project staff serves as a model for teachers and there are strong guidance activities in grades K-7. On the secondary level, there are work experience programs for all students in grade 12. A special program for underprepared students builds academic skills and improves career awareness.

Project Staff. The Part D exemplary project staff includes a full-time project director, work experience coordinator, career counselors, career skills teachers, and two special teachers for the disadvantaged. The work experience coordinator works directly with the high school guidance departments to develop programs in work experiences and placement. The career counselors work with teachers and students in grades K-7 to develop career awareness. Teachers for the disadvantaged work with those students to develop basic skills and job awareness. The career skills teachers work with teachers and students in grades K-4 to develop activities dealing with career awareness.

School Staff. The entire instructional staff of the school district is actively involved in career education. It is felt that the classroom teacher can best assist students' career development.

Training. Career education inservice training is a vital function of the director of instruction. Through him, programs are developed in cooperation with Virginia Polytechnic Institute and State University or other local universities. Also, in-school inservice training is held at all local schools; these are designed by the principals and career education staff. The purpose of inservice training is to inform teachers about new ideas and methods available.

Community Resources. The career counselor coordinates community resources for the elementary schools. The work experience coordinator, in cooperation with the local guidance departments, coordinates community services on the secondary level.

Curriculum Materials. There are two curriculum guides, one for grades K-3 and another for grades 4-7, and there are color video cassettes of career field trips and experiences.

Materials produced by the project are described below.

1. Career Education Teachers' Guide.
   Print, 300+ pages; intended for use by teachers in grades K-3.

2. Career Education Teachers' Guide.
   Print, 300+ pages; intended for use by teachers in grades 4-7.

3. Career Education Through Instructional Television.
   Color video cassettes(and teacher's manual),15 minutes; intended for use by students in grades K-3.

4. Career Education Through Instructional Television.
   Color video cassettes (and teacher's manual), 15 minutes; intended for use by students in grades 4-6.

5. Career Education Through Instructional Television.
   Color video cassettes (and teacher's manual), 15 minutes; intended for use by students in grades 7 and 8.

An Idea That Worked. A work experience program is available, on a student option basis, for all high school seniors. The work experience coordinator meets with seniors to select work experience stations and then monitors their two-week experience. In cooperation with the guidance departments, the work experience coordinator has developed many business, labor, industry, and professional work stations for student use.

SCHOOL DEVELOPMENT PROGRAM
Wise County Public Schools
Big Stone Gap, Virginia

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Rural

Students'Background: 98% White

Annual Family Income:

Contact Person:

Dr. Ray Laner
Director, School Development Program
School of Education
Virginia Polytechnic Institute and
State University
P. O. Box GG
Big Stone Gap, Virginia 24219
(703) 523-3267

	District Schools	Project Schools
Number of Schools		3
Grade Levels	K-Adult	K-6
Number of Staff	550	175
Number of Students	9,600	2,000

Years of Project Operation: 2

Number of Project Staff: 3 Full-time
3 Part-time

Project Funding (5 years)
Federal $750,000

Approach to Career Education. The project is a cooperative program between a local school-community council, a local public school district as fiscal agent, and a State University College of Education as contractee with the council to provide technical assistance. The project serves three elementary schools in Appalachian (Southwestern) Virginia. The project staff teaches classroom teachers, administrators, counselors, librarians, aides, special educators, and all other instructional specialists through seminars, workshops and conferences in career education curriculum innovations. The methods used include hands-on experiences, field trips, and use of community resources.

Project Staff. The council staff include one team manager or director, and one school community coordinator. University staff include one director who is a full-time, on site faculty member, another full-time, on site faculty member, two graduate teaching assistants, one part-time adjunct faculty member consultant, and one half-time faculty member.

School Staff. All staff members in the three schools may participate in the program. Approximately 75 percent of the staff are in the program at this time. Three of seven elementary schools are involved. Personnel who have bachelors degrees are enrolled in graduate degree programs in elementary education at Virginia Polytechnic Institute. Personnel without degrees are enrolled in child care or teacher education programs at the local community college.

Training. All training takes place in the local schools or at the community college and is conducted by resident faculty. The community is four hours away from

Virginia Polytechnic Institute. Virginia Polytechnic Institute resident faculty utilize campus faculty and resource personnel or consultants from across the county and nearby, in seminars, workshops and conferences.

Three full-day workshops are included in the yearly schedule. Two week-end conferences on campus or at some more distant conference site are also included in the activities. The two year program includes two intensive 8 week summer programs. Attendance at conferences, visitation of exemplary programs and related activities also round out the exposure of our staff to career education and instructional innovation.

Community Resources. An initial survey was conducted of all business and industry personnel in our area to discover whether they would be willing to act as resource people, to offer materials, and so on. All teachers are required to teach three units per year using resource people from the community. Field trips are also expected. Each individual teacher has his own method of arranging for resources. Many use parent volunteers for this purpose. There are 12 community members on our school-community council who are also valuable resources.

Curriculum Materials. Eighty to ninety percent of the materials used are locally developed by program participants, faculty and resource consultants. They are for use by teachers and students. These include units of instruction, learning activity packages, games, simulations, and so on. Most are published in mimeographed form.

CAREER EDUCATION PROJECT
Henrico County Schools
Highland Spring, Virginia

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Suburban

Students' Background: 89% White
11% Black

Annual Family Income: 30% $ 15,000-19,999
30% $ 10,000-14,999
20% $ 5,000- 9,999
15% $ 20,000 or more
5% Under $5,000

Contact Person:

Mr. Sanford D. Snider
Supervisor of Guidance
Henrico County Schools
P.O. Box 40
Highland Springs, Virginia 23075
(804) 737-4191

	District Schools	Project Schools
Number of Schools	44	3
Grade Levels	K-12	K-12
Number of Staff	1,915	130
Number of Students	34,600	2,600

Years of Project Operation: 1

Number of Project Staff: 0

Project Funding:
Local $ 15,000

Approach to Career Education. This program plans to incorporate career education at all levels, K-12, by the end of the 1978-79 school year. All personnel will incorporate career education concepts into the curriculum giving attention to appreciation for the dignity of all occupations, awareness and exploration of a wide variety of job opportunities and their requirements, and preparation for entry into many occupations. All school personnel participate in career education.

School Staff. The School Division Standards of Quality Planning Council, with the help of others, wrote the career education objective after a comprehensive assessment of the needs of students, staff, and community. A group of 50 staff members from throughout the school system were selected to attend a three-day workshop on career education sponsored jointly with Virginia Commonwealth University. The group of 50 represented all sections of the county, all levels, and all disciplines. Then, 12 of the original 50 were selected to develop plans and to provide leadership for implementation. Efforts during the 1974-75 school year will be concentrated in one high school of 1400 in grades 7-12 and its two feeder elementary schools totaling 1200 in grades K-6.

Training. A workshop was sponsored jointly with Virginia Commonwealth University. Key personnel from around the country were invited to conduct the training sessions. Future training will be concentrated in the three schools involved in the pilot project. Training will subsequently be provided for personnel in the entire system.

Community Resources. The Virginia Employment Commission is cooperative in providing job placement services as well as in providing information to assist counselors and teachers in placement. The Metropolitan Richmond Chamber of Commerce has been helpful in convincing the top echelon administrators that a career education emphasis is needed. Community leaders and many others have been helpful in assessing the project's needs, serving on advisory councils and coming to schools to provide information about their occupations. Each summer, the Chesapeake and Potomac Telephone Company employs 12 counselors and teachers to spend one week in the utility becoming familiar with jobs, conditions, and attitudes. The experience has been very helpful. The Metropolitan Richmond Chamber of Commerce has designed "Project Shadow" as an initial effort at further exposing school system personnel to the world of work. Their long range goal is to expand this project to include many school personnel.

Curriculum Materials. No local curriculum materials as such have been developed for career education. Staff have given advice in selecting commercial materials for use and in developing local content area curricula. Much commercial audiovisual material is available. Guidance Associates have produced many helpful and inexpensive sound filmstrips.

An Idea That Worked. A teacher and a counselor assisted three classes of eighth grade students in developing decision-making skills. Statistical analysis and comparison of the California Occupational Preference Survey, administered to the students before and after the special classes, revealed that a more clearly defined occupational interest was a result of the development of decision-making skills. Other consequences were that the students learned to search for and find more alternatives before making decisions and to accept more responsibility for their decisions, and that both students and staff members learned to listen to each other more effectively.

CAREER DEVELOPMENT MODEL PROJECT
Carroll County School District
Hillsville, Virginia

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Rural

Students' Background: 99% White

Annual Family Income: 43% $ 5,000- 9,999
40% Under $5,000
13% $10,000-14,999

Contact Person:

Ms. Glenda Dalton
Director
Career Development Model Project
Box 456
Carroll County Schools
Hillsville, Virginia 24343
(703) 728-2761

	District Schools	Project Schools
Number of Schools	16	16
Grade Levels	K-12	K-12
Number of Staff	317	317
Number of Students	5,400	5,400

Years of Project Operation: 2

Number of Project Staff: 10 Full-time
2 Part-time

Project Funding:
Federal $106,667

Approach to Career Education. The goal of the Carroll County Career Development Model Project is to prepare a comprehensive guide for integrating career development concepts into the instructional program for grades K-12. The original proposal included a scheme for evaluating results and it specified that means for achieving each objective should be worked out at the local level. The focus of the program is to change teachers' attitudes and methods through inservice programs. The project staff works toward several objectives with principals and teachers. One objective is to develop, field test, and implement activities related to self-awareness, value clarification and orientation to the world of work for grades K-6. Another objective is to explore, in every subject area, for grades 7-9, local employment opportunities, job entry procedures, and the acquisition of decision-making skills. Finally, the project staff, principals and teachers work toward skill development, employment and/or continuing education for grades 10-12. Based on a belief that career development is a lifelong process, the model is designed to develop positive self-concepts, a reservoir of information, and positive attitudes toward work.

Project Staff. The main thrust of the project is implemented by four elementary career counselors and an intermediate coordinator who provide personal guidance and stimulate teachers to incorporate career development concepts into their daily classroom activities. Two resource teachers work with counselors, students and teachers to plan and implement career tasks (hands-on experiences). The project began with ten of the 16 schools, to which staff devoted 80 percent of their time. The second phase was an internship in the summer of 1973 for 33 instructional, guidance and administrative personnel and approximately 70 students in grades 4-9. The internship combined theory and practice. Theories were acquired in formal classes and were put into practice with students in small group and individual instruction. Phases III and IV in the 1973-74 school term saw all schools included in project activities. Two paraprofessionals give supportive service to all staff members including the project director. The director is responsible for all project activities, including data collection, finances, and curriculum development.

School Staff. In grades K-6, most teachers carry out career development instruction with the help of supportive services from project staff. Two inservice programs called Internships (coordinated with the school division inservice) have given to a core of teachers, counselors and principals, the theory, techniques and methods for doing the job. The intermediate coordinator (grades 7-9) works with school level counselors and teachers to implement the program. The school counselors are involved with teachers in assessing student progress and modifying the instructional program to meet the needs of students. Through group guidance, students acquire decision-making skills, learn about job entry procedures, and are able to explore their interests and aptitudes through formal classes, career trips, interest inventories, etc. The emphasis at the senior high has been on the development of a student career development information center in which grades 11 and 12 are responsible for operating a multimedia center. These counselor assistants were effective in student-to-student communication.

Training. The Carroll County Career Development Project conducted a summer internship which was a five-week intensive inservice for 33 teachers, administrators, and guidance counselors, conducted from June 13 to July 17, 1973. This internship presented a class in career development theory and a practicum involving 80 students in grades 4-9. The goal was to increase teacher competence in the area of career development, and to stimulate total community-school involvement. A summer, 1974, internship (two weeks) involved 32 participants in a course called Implementing Career Development programs. In addition to these internships, performance-based curriculum materials, called Career Tasks Learning Resource Packets, were developed and made available to teachers in the regular instructional program for use, adaption, evaluation and revision. They will eventually be included in the Career Development Model. Revisions will continue during 1974 and a final form will be completed by June 30, 1975. Another training approach, called Career Week, is an effective format for school-based orientation and training in career development concepts, teaching techniques, methods, and resource utilization. It is an opportunity for project staff to assist teachers within a school to integrate career development into each subject area. During each of three half-day sessions, the teachers are given experiences using the inquiry method of instruction and these serve as preliminary activities for planning student-centered instructional packets. Career development staff and teachers formalize plans which are implemented during the final two days with students in classrooms. Items displayed for a Career Fair include student products made in assembly line production, group and individual crafts, personal profiles of interests and occupations, and career information boards. Some parents serve as resource persons for these activities and others are invited to be spectators and/or participants on the final day. Career Weeks were held with six faculties during 1973-74. Teacher evaluations indicated good acceptance of this type of school-level inservice. Input into teacher-training programs at local colleges and universities has been possible through on-site visitation by classes of counselor and teacher trainees and presentations to classes.

Community Resources. Letters were sent to 138 businesses and industries to inform them about the goals of the project and to request their assistance. They were asked if they would allow student visits or would come to schools to work with students and teachers. The response was positive. Letters and questionnaires were sent to parents of every child for informative purposes and to assess their attitudes toward their child's school. Later a letter and survey, sent to each home, asked parents to share their work and hobbies with their child's class. Based on parent response, each school set up a resource persons' file for teachers' use. Community resource persons surveys were sent to many who did not have children in school but might have experiences in the world of work that would be valuable for students. A Career Trip Guide and the Use of Career Resource Persons were both developed to facilitate teacher utilization.

Curriculum Materials. The major item locally developed is the Career Task Learning Resource Packets and they are 70 in number. These are directed toward teachers and give suggestions for career activities integrated in a way that will enhance the acquisition of basic subject skills. The packets are written in terms of student performance with student-centered activities. Some packets may be used by students, individually or in groups. Suggested resources (resource persons, audiovisual materials, career trips) are given for each activity. Some videocassette tapes have been produced by students showing their own activities. The VTR Portapack has proved to be an excellent motivational device for use in communication skills development.

Materials produced by the project are described below.

1. Career Task Learning Resource Packets.
   Print, 70 packets of varying lenths; intended for use by teachers in grades K-9+ to integrate career development concepts into the curriculum. Written in performance objectives; includes career concepts as well as basic skills, activities, materials and resources.

2. Career Week Inservice.
   Multimedia, three two-hour sessions and two days in classrooms. Intended for administrator and teacher inservice. Teachers are involved in orientation and acquisition of skills, planning of student involvement is put into action on the final two days with project staff assisting teachers in the classroom.

An Idea That Worked. In our work with K-6 students in many of the career tasks, shop aprons of various sizes were essential. These were unavailable commercially. At the same time, plans were underway to let students in grades 7-9 explore the 15 clusters (USOE). In the manufacturing cluster, examples of assembly line and mass production were needed. Therefore the home economics resource teacher worked with the classroom teacher and students at the seventh grade level to produce the shop aprons on an assembly line. All steps of production from pattern-making to the finished product were included. As a result, students were able to experience success, service to others, and work in a simulated setting and our K-6 students had the 30 shop aprons. The aprons were practical and served in themselves to motivate the elementary child (with his natural inclination to dress up) for his role in career development activities.

PETERSBURG CAREER EDUCATION PROJECT
Petersburg School System
Petersburg, Virginia

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Town

Students' Background: 50% Black
40% White

Annual Family Income: 30% Under $5,000
25% $15,000-19,999
20% $20,000 or more

Contact Person:

Mrs. Ellen S. Poole
Career Education Coordinator
Petersburg Career Education Project
Administration Annex
Wythe and Jefferson Streets
Petersburg, Virginia 23803

(804) 732-0510 Ext. 24

	District Schools	Project Schools
Number of Schools	11	11
Grade Levels	1-12	1-12
Number of Staff	450	450
Number of Students	9,000	9,000

Years of Project Operation: 2

Number of Project Staff: 5 Full-time

Project Funding:

Federal	VEA Part C	$110,154
Total		$110,154

Approach to Career Education. In this project career education is defined as an approach to learning that represents expanded options for all students. Career education assists young people in developing their goals, recognizes a variety of learning styles, provides motivation for learning, and contributes to greater involvement in the formal educational experience. The project staff are working to strengthen the counseling component, especially at the elementary level, and to insure placement of all students in a job, a post-high school occupational program, or an advanced educational program. Career education emphasizes the self-concept, respect for work, the relationship between education and work, and decision making skills. At the elementary level, career education is infused in the subject areas of art, health education, reading, mathematics, music, physical education, science, and social studies. At the secondary level it is infused in the areas of language arts/reading/English, mathematics, science, and social studies. Career education parallels vocational education in this district. Career education instruction involves the frequent use of demonstrations, discussions, student projects, and hands-on experiences. Career education activities take place about equally in the schools, at places of employment, and elsewhere in the community.

Project Staff. The project employs a coordinator, two resource teachers, a career activities laboratory teacher, and a placement officer. All five work full time on career education. The project staff spend most of their time working directly with principals and teachers at the elementary, middle, and junior high level, and with guidance counselors at the senior high level.

The greatest emphasis this year was in grades 8 and 9. The project staff also spends some time working directly with community members.

School Staff. Classroom teachers carry out most career education activities in this district. The placement officer also works with students to convey career education concepts and to obtain placement for them. About 10 percent of the teachers in the district are actively participating in career education. The project staff is working to involve more teachers in the project.

Training. The project staff, representatives from the State Department of Education, and consultants from a college have conducted training for 10-15 percent of the teachers in the district. Training sessions, which have taken place during the summer and after school, have included workshops, demonstrations, field trips, group and individual discussion with project staff, and the use of self-instructional materials. The sessions have provided an orientation to career education and have emphasized curriculum development activities. They have also included information on the world of work, community resources, teaching techniques, and the selection of materials. About half of the materials used in training are commercially published and the remainder are non-commercial materials developed locally or by other districts. The materials are divided equally between those intended for students and those intended for teachers.

Community Resources. The project staff have explored resources in the community and frequently arrange for teachers to use speakers, field trips, and materials available in the community. They also arrange student work sites. In addition, community representatives serve on an advisory council which also includes representatives of the schools, the State Department of Education, and the local college.

Curriculum Materials. The project staff have worked with school staff to develop curriculum guides and student materials, and to identify existing materials for puchase. These materials have been placed in specific classrooms or circulate throughout the district. About three-fourths of the materials used in the district are locally developed and the remainder are commercially-published materials. They include both print and audiovisual materials and are designed for use both by teachers and by students.

Some materials produced by the project are described below:

1. A Curriculum Guide for All Disciplines.
   Print, 300 pages, intended for teachers, grades 1-7.
2. Curriculum Guides for Social Studies, Science, Math, and English.
   Print, 300 pages, intended for teachers, grades 8-9.
   Each guide includes goals and objectives, activities, evaluation methods, and references.
3. My Career Awareness Song Book
   Print, 17 pages, intended for students, grades 1-3.

An Idea That Worked. Project staff have established a Career Exploratory Activities Center in the junior high school. The Center offers students the opportunity to engage in varied experiences in the 15 career cluster areas and to continue to explore and develop self-awareness regarding their interests, abilities, and aptitudes. The Center also provides students with opportunities to examine and select career areas, to gain practical experiences within a career cluster grouping, and to have the opportunity for an in depth exposure to what an individual worker does in a specific career. The Center serves as a needed extension to the classroom for hands-on activities and for individual or group research. Flexible scheduling with the eigth and ninth grade teachers and with the resource teachers who man the Activities Center allows students to participate in the Center in the regularly scheduled English, science, mathematics, and social studies class periods. Students enjoy this freedom to choose their own activities and move at their own speed.

ST. CROIX CAREER EDUCATION PROJECT
St. Croix School District
St. Croix, Virgin Islands

District and Project Information: 1973-1974

Contact Person:

Mr. Charles R. Peterson
Career Education Teacher
Department of Education
Career Education c/o Vocational Department
Post Office Box 1
Christiansted, St. Croix
U.S. Virgin Islands 00820
(809) 773-0500

District Population: 10,000-24,999

Type of Area:

Students' Background: 55% Black
45% Puerto Rican

Annual Family Income:

	District Schools	Project Schools
Number of Schools	11	3
Grade Levels	K-6	K-6
Number of Staff	1	1
Number of Students	11,000	3,000

Years of Project Operation: 1

Project Funding:

Number of Project Staff: 1 Full-time

Approach to Career Education. The basic strategy for the Career Education Project on the island of St. Croix is to infuse career education into the existing curriculum. A short range goal is to initiate a career awareness program at the K-6 level. In order to do this the project purchased a specially designed career awareness mobile unit which travels from school to school. The Vocational Division of the local district has taken it upon itself to push career education by supplying funds and staff time for the project. The district has vocational programs at the high school level and industrial arts at the junior high level, but no programs of a career nature on the elementary level. The target population, therefore, is all students enrolled in the public school system at the elementary level.

Project Staff. The project staff at this time includes one project director, located on the main island of St. Thomas, and one teacher on a full-time basis. The project director spends the majority of his time working with career education teachers to determine strategy. The full-time teacher spends approximately 80 percent of his time teaching and 20 percent presenting the program to school administrators and guidance counselors and doing research on program effectiveness. At present, much staff time is spent in developing project materials.

School Staff. Presently the only local school staff member actively involved is the full-time career education teacher. However, members of the administrative and counseling staffs of each school do occasionally participate.

Training. There is no formal program of training at this time.

Community Resources. Efforts to use community resources are planned for the 1974-75 academic year. The full-time career education teacher is in charge of this aspect of the project.

Curriculum Materials. There are no locally developed curriculum materials at this time. However, the program does make use of Ken Cook teaching machines and some other materials developed by organizations such as Compulearn, Inc., Mind, Inc., etc.

A MODEL PROGRAM FOR CAREER EDUCATION IN SMALL COMMUNITIES
Cashmere, Peshastin-Dryden School Systems *
Cashmere, Washington

District and Project Information: 1973-1974

District Population:	2,500-9,999
Type of Area:	Rural and small town
Students' Background:	96% White
Annual Family Income:	50% $ 5,000- 9,999 20% 10,000-14,999 15% Under $5,000

Contact Person:

Mr. Ronald M. Frye
Project Director
Career Education
Cashmere Peshastin-Dryden Public
Schools
Cashmere, Washington 98815

(509) 782-1950

	District Schools	Project Schools
Number of Schools	6	6
Grade Levels	K-12	K-12
Number of Staff	100	100
Number of Students	1,650	1,650

Years of Project Operation: $1\,^1/_2$

Number of Project Staff: 3 Full-time

Project Funding:

Federal	VEA Part C	$45,000
State	Superintendent of Public Instruction	5,000
Total		$50,000

Approach to Career Education. This project defines career education as a series of experiences within the existing curriculum which equip the student with awareness of the world of work and a favorable attitude toward work. The project aims to establish a comprehensive program of career education to meet the needs of all students in grades K-12 and the community college. It is working to provide these students with experiences relevant to career education and orientation, vocational work experience and cooperative education, and vocational guidance and counseling. The project intends to provide a model for use throughout the state. In this project career education contains vocational education and includes many hands-on experiences for students. Career education is integrated into all subject areas at the elementary level. At the secondary level it is integrated primarily into social studies and language arts/reading/English.

Project Staff. The project employs a project director, a curriculum coordinator, and a guidance coordinator, all full time. The project staff serve all of the schools in the district and cooperate with the local community college. The project staff spend most of their time working directly with

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* This project operates in two districts which serve three communities.

teachers although they also work with guidance counselors and librarians and spent some time in planning activities and the preparation of materials.

School Staff. In this project classroom teachers carry out career education instruction. About half of the teachers in the districts are actively participating in career education and this number is expected to increase next year.

Training. The project staff have conducted training for almost all of the school staff in the two districts. Most training sessions were held after school and included lectures, workshops, demonstrations, the use of self-instructional materials, and group and individual discussions with project staff. Training included an orientation to career education and focused on curriculum development and teaching techniques. Almost all of the training materials used were locally developed. About 60 percent were materials intended for teachers and the remainder were student materials.

Community Resources. The project staff have assisted the school staff in locating and arranging for speakers, trips, materials, and student work sites. The project staff also work with an advisory committee and have prepared materials to assist other projects in establishing and working with such a committee. In addition, the project has served as host to over 200 visitors during this year, some from the local community and some from outside the district.

Curriculum Materials. About three-fourths of the materials used in the project are locally developed. Teachers have been encouraged to create curriculum materials which include objectives for students. The remainder of the materials used in the project are commercially developed.

Some materials created by the project are described below:

1. Career Education Project: What Is It, Who Is It For, Why Is It Important?
   Print, 12 pages, intended for teachers, school administrators, and the community.
2. Advisory Committee for Career Education.
   Print, 10 pages, intended for teachers, school administrators, and the community.
   Describes the need for and functions of an advisory committee and offers suggestions on establishing one.
3. Our Bag is Career Education.
   A litter bag printed with the name of the project and used to publicize the project.

CULTURALLY DISADVANTAGED PROGRAM

Longview District #122
Longview, Washington

District and Project Information: 1973-1974

District Population: 2,500-9,999

Type of Area: Small Town

Students' Background: 98% White

Annual Family Income: 60% $10,000-14,999
20% $15,000-19,999
15% $ 5,000- 9,999
11% $20,000 or more

Contact Person:

Dean Weibel
Culturally Disadvantaged Program Teacher
Columbia Valley Gardens School
Longview, Washington, 98632
(206) 425-5000 Ext. 16

	District Schools	Project Schools
Number of Schools	13	1
Grade Levels	K-12	
Number of Staff	429	21
Number of Students	9,000	519

Years of Project Operation: 1

Number of Project Staff: 1 Full-time

Project Funding:
State $ 12,000

Approach to Career Education. The main approach of the career education project is to increase the child's self-awareness, to help him discover his assets and teach him to cope with his liabilities. To accomplish this, the staff had several objectives including: increasing parent involvement in school activities; creating student awareness of community programs; helping the child understand himself in relation to others; fostering socially acceptable values and norms; and developing a greater understanding of the relationship between school and community activities.

Project Staff. The Columbia Valley Gardens School's career education program is led by a full-time, certified project director. He spends twenty percent of his time with teachers, twenty percent with parents and non-school personnel, and fifty percent with students.

School Staff. Our staff decided that each teacher would be responsible for his or her own career education program, instead of having a defined program. To help provide hands-on experiences and career awareness to the students, the director helps to locate resource people, sets up classroom special programs, and works with children in and out of the classroom on the suggestion of the teacher. Involvement and understanding are the keys to our career awareness.

Training. The school district does not provide any inservice program or training for teachers. Instead, those interested in training can pay for courses at colleges and universities. Materials included in our curriculum are from King Features Career Awareness Program, which produces Popeye the Sailor; students have responded well to these materials.

Longview, Washington

Community Resources. We were able to use many excellent resource people in all of our classrooms this year. Every community group or individual who was contacted bent over backward to help us. When a teacher asked for community resource assistance or programs, the program director looked for people, special programs, or activities that would be helpful. On an average, one resource person visited the school each week, and parents came in every day to help in differenct ways.

Curriculum Materials. We used no curriculum guides during 1973-74. However, the State Department of Education has developed two guides for use during the 1974-75 school year including: *A Guideline for Career Awareness Program for the Elementary Schools*, and *Capes - A Guideline for Career Awareness Programs for the Elementary School*.

An Idea That Worked. The energy crisis this year prompted the idea of having students in grades K-6 study our school's energy consumption. Our local P.U.D. people came to talk to grades 3-6 to explain various problems related to energy. This was followed by a contest, in all grade levels, to tell about our energy problems. We gave certificates of merit to those who produced materials for the show. To culminate this project, we took the 5th and 6th grade classes to The Trojan Nuclear Plant near Rainier, Oregon, to show them a new source of energy for future use.

CAREER EDUCATION PROJECT
Seattle School District Number One
Seattle, Washington

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Urban

Students' Background: 74% White
16% Black
10% Other

Annual Family Income:

Contact Person:

Mr. Thomas W. Hodgson
Director of Occupational Education
Seattle Public Schools
2515 Boylston Avenue East
Seattle, Washington 98102
(206) 587-4280

	District Schools	Project Schools
Number of Schools	113	67
Grade Levels	K-12	K-12
Number of Staff	3,800	2,229
Number of Students	68,937	41,281

Years of Project Operation: 3

Number of Project Staff: 4 Full-time
47 Part-time

Project Funding:

Federal	$ 3,410
Local	306,246
Total	$309,656

Approach to Career Education. An Occupational Education Task Force, formed in 1970, recommended to the Board that career education become an integral part of the curriculum for grades K-12. The Task Force worked with selected elementary and secondary teachers, counsellors and administrators in examining present curriculum offerings and activities. In a special workshop, this group, which represented a good cross-section of the school staff, developed and published printed guides, first for grades K-6, and eventually for the junior high/middle school level. These guides deal with various disciplines and activities that teachers may use in career education to familiarize their students with the world of work, The guides are a means of bridging the gap between existing educational curricula and the "real world." Many of the activities suggested in the guides are hands-on, and the program is geared to the participation of all the students.

Project Staff. The project staff includes six full-time members, four coordinators and two senior high building aides. The part-time staff consists of four media center aides and 25 building aides for the elementary level, five building aides for the junior high/middle school level, and 10 building aides for senior high. The function of the aides is to provide services for teachers, giving them more time for preparation and direct work with individual students.

School Staff. Career education instruction is provided by the classroom teachers in the district. Eight hundred teachers of grades K-6 are involved in career education in 47 out of 85 elementary schools as well as all vocational teachers in the 12 participating senior high schools.

Training. Training of staff was conducted in the various schools where the program was to be implemented. The training was conducted by staff from the Occupational Education Office and by teachers who had already conducted successful programs in career education. The goal has been to train 100 percent of the staff of each school, and thus far no school has implemented a career education program on the elementary level with less than 90 percent of the staff involved. The training oriented the teachers to career education, by demonstrations and examinations of the available teaching materials. The training materials used included filmstrips, tape recordings, career games, hand tools, and home economics supplies (small oven, sewing machine, typewriter, etc.).

Community Resources. This project has frequently included community members on advisory committees, as guest speakers from service clubs and local business and industry, and as hosts of career-oriented field trips. The project has also had the support and involvement of the district PTSA.

Curriculum Materials. All of the materials used in the project were developed by teacher committees and staff from the Occupational Education Office. Many ideas were adapted from materials already developed. The materials are primarily for the use of teachers of grades K-9. They include printed guides, slide presentations, and recordings.

Materials produced by the project are described below:

1. Career Education
   Print, intended for teachers, grades K-6.

2. Career Awareness
   Print, 25-50 pages, intended for teachers and students, grades 7-9. Infuses career education concepts into all subject areas of curriculum.

An Idea That Worked. The project gained the participation and interest of the Rotary Club which offered to sponsor a career education project in one school. The Club contributed $5,000 towards the purchase of materials, provided substitute teachers to allow classroom teachers to schedule and participate in numerous field trips. Also, the Rotarians provided an unlimited source of speakers in many fields. The cooperative participation of students, teachers, counsellors, administrators and members of the business community was very successful. At present, plans are to continue this particular program and expand it to include several other schools.

CAREER ALTERNATIVES MODEL PROJECT (CAM)
Highline Public Schools
Seattle, Washington

District and Project Information: 1973-1974

District Population: 100,000

Type of Area: Suburban

Students' Background:
95% White
5% Other

Annual Family Income:
40% $10,000-14,999
28% Less than $10,000
26% $15,000-25,000
6% $25,000 or more

Contact Person:

Dr. Ben A. Yormark
Career Alternatives Model Project
15675 Ambaum Boulevard S. W.
Seattle, Washington 98166
(206) 433-2316

	District Schools	Project Schools
Number of Schools	49	8
Grade Levels	K-12	K-12
Number of Staff	1,200	207
Number of Students	25,000	4,000

Years of Project Operation: 1

Number of Project Staff: 7 full-time

Project Funding:
Federal VEA $146,000

Approach to Career Education. The Career Alternatives Model Project has five primary program goals for each student: to provide an insight into various facets of the world of work, to assist in evaluation of each student's abilities and values relating to a variety of occupational roles, to develop an understanding of the value and dignity of each person's work in order to maintain a productive society, to develop employment skills and competence to enter the job market, and to provide decision-making and planning activities as preparation for future training and life work. Other project goals include the integration of career education services and the district's guidance services, the infusion of career education concepts into the ongoing curriculum at all levels, and the promotion of inservice programs to help accomplish all the above objectives.

A Career Value Renewal Task Force was appointed and charged with the responsibility of examining the district's goals and dealing with how workers derive dignity and value from their work. The group met a total of ten times and submitted a final report, including recommendations to be acted upon by CAM during its second and third year.

Training. The staff has developed a chart depicting the relationship between program goals, student outcomes, and curriculum components appropriate for the various grade levels. Using this format as a starting point, the staff has involved approximately 20 classroom teachers in various workshop activities directed toward the development of career education materials which can be infused into the ongoing curriculum at the classroom level. The staff has also promoted several inservice programs including short workshops, all-day workshops, and a credit course offered in conjunction with Western Washington State College.

To promote liaison between CAM's staff and the faculty of each building, "change agents" were selected by each building principal. A two-day workshop was held for this group shortly after the project began, followed by a third day in mid-February. This group, now referred to as CAM Representatives, has provided a contact distribution of news notes and other communications essential to the progress of the project. A variety of inservice activities took place during the year. Some of these were related directly to the implementation of one of the five program components. Other activities were directed toward increasing the general level of awareness among the district staff. These include workshops of both a short and full day duration, workshops for the CAM Representatives acting as "change agents" within each building, faculty presentations by the CAM Representatives and/or project staff, all-day field trips into industry for teachers, counselors and administrators, one-day internships for teachers in industries, and a college extension course titled "Career Education Concepts."

Curriculum Materials. Eight new early vocational awareness packets were developed and field tested at least once. A distribution system was established for packets developed prior to the project and they were used by teachers an average of six times per packet. Also, a field trip coordinator-bus driver was employed at mid-year and conducted a total of 46 field trips for 850 elementary students.

THE VANCOUVER, WASHINGTON STAFF DEVELOPMENT PROJECT
Vancouver School District Number 37
Vancouver, Washington

District and Project Information: 1973-1974

District Population:	58,000
Type of Area:	Urban
Students' Background:	95% White 5% Other
Annual Family Income:	40% $10,000-14,999 20% $15,000-19,999 20% $ 5,000-9,999 10% $20,000 or more 10% Under $5,000

Contact Person:

Mr. Dyle Smith
Careers Program Development Specialist.
School District Number 37
605 North Devine Road
Vancouver, Washington 98661

	District Schools	Project Schools
Number of Schools	27	10
Grade Levels	K-12	K-12
Number of Staff	800	200
Number of Students	18,000	500

Years of Project Operation: 3

Number of Project Staff: 1 Full-time
2 Part-time

Project Funding:

Federal	VEA	$ 20,000
Local		40,000
Total		$ 60,000

Approach to Career Education. In an attempt to integrate career education concepts into the total educational experience, an education/community task force was formed. The task force conducted mini workshops, established a community resource system, and developed collection centers for career education resource materials and supplies. Through teacher involvement, national career education models and tri-county course goals were adapted for use in the district.

Project Staff. The career education program is implemented through the leadership of the supervisor of the Office of Occupational Education. This person maintains overall responsibility for the program. On his staff is a full-time Careers Program Development Specialist, who has full responsibility for career education. An elementary career education specialist, and half-time teacher has part-time career education responsibilities at the elementary level.

School Staff. All administrators, board members, coordinators, and program specialists lend support and cooperate with the program. Particularly involved are the building principal and one staff member for each subject discipline, who make up a career education cadre for building leadership. Teachers and project staff work in the classrooms. Guidance counselors work as program managers. One-half of the elementary teachers, one-fourth of the secondary teachers, and two-thirds of the vocational teachers in the district are participating in the program.

Training. Two major yearly workshops involve all staff members and outside leadership in conceptual training and show-and-tell programs. Building cadres follow major workshops with inservice training sessions as time permits. The purpose of the cadre development, which includes the building principal, one counselor and teachers from all disciplines, is to develop inservice programs. The ultimate result will be teacher-made learning packages organized by instructional area, department and grade level.

Community Resources. We are building a full-scale community based program under the following guidelines: (1) conduct annual inventories of community resources to secure as many resource people as possible for field trips, class speakers and job placement; (2) plan to operate a scheduling center staff by community volunteers who provide resource people for school personnel; (3) plan to help community resource people become more effective.

With this program, the community will become an active participant in the educational process by providing discussion leaders for the classroom, leaders for field trips, and real work experiences in the community on a massive scale. Teachers and counselors are encouraged to use more community resources. The total community inventory will include individuals, companies, governmental agencies, and civic organizations.

Curriculum Materials. Some of our early pilot programs involved the use of outside material from neighboring districts and states. Eventually, the program will implement locally prepared materials. These materials are currently being developed, will be geared to all grade levels, and will be used by both teacher and student.

Materials produced by the project are described below:

1. Career Education Staff Development Project.
   Intended for guidance and career education evaluation, grades K-12.

2. Guidance System Development Project.
   Intended for grades 7-12.

3. A Workshop Model for Career Education Development.
   This is a description of one workshop as a model for future planning.

RALEIGH COUNTY RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Raleigh County Board of Education
Beckley, West Virginia

District and Project Information: 1973-1974

District Population: 25,000-99,000

Type of Area: Rural

Students' Background: 85% White
15% Black

Annual Family Income:

Contact Person:

Ms. Mary Louise Klaus
Career Education Project Director
Raleigh County Board of Education
105 Adair Street
Beckley, West Virginia 25801
(304) 252-7355, ext. 46

	District Schools	Project Schools
Number of Schools	60	60
Grade Levels	K-12	K-12
Number of Staff	850	330
Number of Students	17,000+	3,600

Years of Project Operation: 2

Number of Project Staff: 3 Full-time
1 Part-time

Project Funding:

Federal VEA	$87,731

The Project

Finances. The project began last year with $100,304 in Federal VEA Part C funding. This year it received $87,731 from the same source. Next year the project will be entirely locally funded.

Project Staff. The project employs a part-time project director, an Awareness coordinator, an Orientation coordinator, and a Placement coordinator, all full time. The director and Placement and Orientation coordinators were all formerly guidance counselors. The Awareness coordinator was formerly an elementary school teacher. All were selected for the project staff from within this district. Last year the project staff served a total of 25 schools at all grade levels and included a vocational school and two special education schools. This year the project served all 60 schools in the district. The project staff divides its time equally between the elementary, junior high, and senior high school levels. Staff members work most frequently with teachers and guidance counselors, but spend some time with administrators and the community.

Training. The project staff, local school staff, and consultants from other school districts, higher education institutions, and the State Department of Education all conduct training. As the project has developed, project staff have taken responsibility for a greater portion of the training. All of the school staff have received some orientation to career education. About a third have received ten or more hours of training. Training is available through two week summer institutes funded by EPDA and after-school university extension courses, both of which focus on curriculum development. Teachers can also participate in practicum courses in which they implement a career education unit or activity in the classroom under university and project staff supervision. In addition, a university course on the administration of career education is available to principals and counselors and a course on the literature of career education is available to all staff. Participants can receive university credit for any of these activities. In addition, some training offers salary credit or payment for attendance. The training includes workshops, demonstrations, and trips. Both professional and student materials are used in training, and they are drawn from commercial and non-commercial sources or are locally developed.

Public Information. The project staff often share information within the district by speaking at meetings and preparing news items for radio, television, or newspapers. They also invite visitors to the project and have published a booklet and brochure describing the project. They frequently provide information for community organizations and parents. They also share information about the project with a 16-20 member advisory committee made up of employers. They disseminate information outside the district by attending meetings and sending the booklet on the project. They also occasionally invite visitors to observe the project, and send locally-developed curriculum materials when requested.

The School Instructional Program

Staff. Classroom teachers and guidance counselors carry out career education instruction in this district. Paraprofessionals have been hired to relieve the guidance counselors of clerical duties so that these counselors can spend more time on career education, either working with teachers in the classroom or seeing students outside of the classroom. About half of the elementary and junior high school staff and 20 percent of the senior high school staff actively participate in career education.

Content. The career education curriculum considers all aspects of the student. It does not differ from the regular curriculum but provides a new vehicle by which curriculum content can be transmitted; one which makes curriculum more relevant and meaningful. In this district career education contains vocational education.

Methods. The methods used to teach career education are similar to regular teaching methods but include greater use of discussion, student projects, hands-on experiences, field trips, and the use of resource persons and multi-media presentations. Career education is infused in all subject areas at the elementary and secondary levels.

Curriculum Materials. Curriculum materials used in the district are drawn from commercial and non-commercial sources or are locally developed. Materials exist at all grade levels for both students and teachers, although somewhat more materials are available for lower grades. About half of the materials are in print form and the remainder are audiovisual or simulation games. The project staff purchase some of these materials for classroom use or for circulation within the district. In addition the project staff and school staff have worked together to develop curriculum materials which are described at the end of this report.

Community Resources. The project staff has published a catalog of community speakers, trips, student work sites, and other project resource materials. They also frequently arrange for community trips and work sites for students.

Evaluation

Internal Evaluation. An extensive internal evaluation was conducted of all aspects of the project and school program including finance, staff, schools served, populations served, training, curriculum materials, use of community resources, public information, acceptability of career education, implementation, and effect of the career education and regular curricula on pupil learning and behavior. Various techniques were used to collect information from project staff, school staff, students, the community, project records, and products created by the project.

External Evaluation. A private agency conducted an external evaluation of all of the aspects of the project described above. A report on this evaluation is included in the booklet about the project which is listed below.

Materials

1. Brochure
   Print, 1 page, intended for all interested.
2. Project Description Booklet
   Print, 13 pages, intended for all interested.
3. Sets of 6-7 curriculum units, one for each grade level K-9, one for grades 9-12, one for special education, and one for guidance.
   Print, 100 pages each set, intended for teachers .
   Each unit includes suggested correlated subject areas, goals. objectives, activities, evaluation, and resources. An annotated bibliography has been prepared for all 13 sets of units.
4. Resource Bibliography, one for elementary and one for secondary levels.
   Print, 50 pages each, intended for teachers grades K-6 or 7-12.
   Lists all print and audiovisual materials, games and kits available through the resource center of the district.

Beckley, West Virginia

An Idea That Worked

The project staff and teachers have developed secondary level curriculum units for educable mentally retarded students for whom social and employment skills are crucial. One of these units deals with learning to drive. It focuses on teaching these students the "textbook" aspect of driver education. These students are legally eligible for licensing in this state and many eventually do operate automobiles, either legally or illegally. The unit serves as a device for the continued teaching of tool subjects and the broader social responsibilities necessary to operate a motor vehicle. In addition, for those who eventually obtain their driver's licenses, it provides a base for an array of vocational opportunities and a more independent role in the community. The unit is effective with students as it appeals to the normal desires of adolescents who are approaching adulthood.

CAREER EXPLORATION PROJECT
Cabell County School System
Huntington, West Virginia

District and Project Information: 1973-1974

County Population: 107,000

Type of Area: Rural, Small Town, Suburban and Urban

Students' Background: 97% White

Annual Family Income:
40% $10,000-14,999
30% 15,000-19,999
15% 5,000- 9,999
10% 20,000 or more
5% Under 5,000

Contact Person:

Mr. Charles G. Moore
Director, Vocational-Technical
and Adult Education Department
Cabell County School System
2800-2850 Fifth Avenue
Huntington, West Virginia 25702
(304) 529-2448

	County Schools	Project Schools
Number of Schools	55	1
Grade Levels	K-Adult	9-10
Number of Staff	1,200	6
Number of Students	19,000	225

Years of Project Operation: 1

Project Funding:
Federal $35,502.78

Number of Project Staff: 4 Full-time
2 Part-time

Approach to Career Education. The Career Exploration Project is a pilot project for the Cabell County School System. Cabell County is in the process of changing to the middle school concept with four-year high schools. This project was organized in grade 9 at Milton Junior High School and grade 10 at Milton High School. It will be established in the remaining four county high schools when they become four-year high schools. The method used is a combination of hands-on experiences, field trips and guest speakers. The ninth grade portion of the program is required while the tenth grade course is an elective.

Project Staff. The vocational department of Milton High School has responsibility for supervision of the project. Its assistant director devlotes about 15 percent of his time to this task.

School Staff. There are four full-time teachers of career education, two each in the ninth and tenth grades. There are also two part-time teachers in the tenth grade.

Training. Classroom teachers and the supervisor from the vocational department were involved in a three-week summer workshop in curriculum development. The supervisor provided participating teachers with current literature to keep them apprised of progress in the field of career education.

Community Resources. The resources of the community were tapped in two ways. Many guest speakers were asked to speak to the various classes. In addition, a number of field trips to work sites were made. All members of the teaching staff working with the project took part in a Career Guidance Institute sponsored by the National Alliance of Businessmen, Marshall University and the Vocational Education Department of the county school system. This included 30 hours of tours by the participants to local businesses and industries and 30 hours of seminar discussions concerning employment opportunities, training needed for various occupations, salaries, and general work attitudes in the vicinity of the county school system.

Curriculum Materials. Most curriculum guides were developed by the teachers participating in the project. This was accomplished on a team basis. The two teachers working with the ninth grade operated together and the four high school teachers planned as a team. Presently the participating teachers are developing individual student learning packets which will be used during the 1974-75 school year.

An Idea That Worked. A comprehensive unit on the painting industry was designed by the ninth grade. As a result of this, the students decided to paint their classroom. They were divided into teams to carry out the specific tasks necessary. These included estimating the amount of paint needed, sanding, patching cracks, removing hardware, taping, assembling scaffolds, and the painting itself. This was such a success that other teachers asked to have their rooms painted. The class then worked on four more rooms, each time switching jobs so that everyone had a chance to explore the various tasks required. The Board of Education was glad to supply all materials needed for the project.

CAREER EDUCATION IMPLEMENTATION ON A REGIONAL BASIS

Region Five
Parkersburg, West Virginia

District and Project Information: 1973-1974

District Population:	23,000
Type of Area:	Rural
Students' Background:	97% White
Annual Family Income:	50% $ 5,000- 9,999 30% $10,000-14,999 10% Under $5,000 5% $15,000-19,999 5% $20,000 or more

Contact Person:

Mr. Raymond L. Miller
Project Coordinator
R.E.S.A. Career Education
1210 13th Street
Parkersburg, West Virginia 26101
(304) 485-6513

	District Schools	Project Schools
Number of Schools	114	70
Grade Levels	K-12	K-12
Number of Staff	2,100	500
Number of Students	23,000	8,000

Years of Project Operation: 1

Number of Project Staff: 4 Full-time
1 Part-time

Project Funding:

Federal VEA	$123,187
State	18,000
Local	141,000
Total	$282,187

Approach to Career Education. One basic goal of this project is to have ongoing career education concepts introduced into each classroom. The first step is to make teachers, counsellors and administrators aware of the concept of career education as permeating the curriculum. It is important to work as a team with the vocational education staff, whose work is only a part of career education. The program involves all students in grades K-12.

Project Staff. The project has a five-man full-time staff including one project coordinator, three field coordinators and a secretary; there is also one part-time bookkeeper. The project coordinator spends 90 percent of his time in the office and 10 percent in the field, while the field coordinators spend 95 percent working with all levels of professional personnel in the county school system and only 5 percent of their time in the office. Some services are provided to all regional schools, but the concentration is on those schools that prove most responsive. Each field coordinator is responsible for all levels in his county or counties.

School Staff. Career education is provided by teachers, counsellors and administrators of each school. The field coordinators work with the school staff to supply resources and help implement the program.

Training. In selected locations in the region, determined by population density and demand for the classes, instruction in career education was offered to all professional personnel in the project area. Classes were conducted by professors from Marshall University and were attended by approximately 260 teachers, counsellors and administrators during the first year. The training both oriented school staff to career guidance techniques and instructed them in developing and adapting curriculum materials. Training materials included commercially developed materials as well as those developed by teachers themselves.

Community Resources. Each field coordinator organized a task force including representatives of business, industry, parents, students, school personnel and labor. This task force has assumed most of the responsibility for arranging the use of resource people and has distributed a resource list to all schools who frequently call upon the individuals and companies listed for their participation.

Curriculum Materials. All materials used in this project are for the teachers' use. About 30 percent are locally developed, but the teachers use classroom guides in such a way as to be free to develop and adapt the materials for their specific needs. All grade levels are included in the teaching materials, some more intensely than others. Classroom guides are in print and will be available in draft form in Fall, 1974.

Materials produced by the project are described below:

1. Teacher, Counselor, Administrator Guide
   Print, 200 pages, grades 1-12. Guide includes curriculum units for grades K-12 which were devised and edited by teachers and the project coordinator.

An Idea That Worked. There is a wealth of commercially-developed and teacher-developed materials currently available for career education. One alternative to consider in making maximum use of materials (books, manuals, films, filmstrips, and career game sets) is to catalog all the items into a library loan system and put them on a mobile unit traveling to each school building on a regular schedule. Several benefits are to be derived from the system. First, it is economical: the same material serves many teachers. (Materials most in demand can be purchased in larger quantities.) Second, the administration and other personnel at the various schools demonstrate a high degree of acceptance and enthusiasm for the material because of its immediate availability.

CAREER DEVELOPMENT K-ADULT
Mason County Board of Education
Point Pleasant, West Virginia

District and Project Information: 1973-1974

District Population:	24,000
Type of Area:	Rural
Students' Background:	99% White
Annual Family Income:	45% $ 5,000- 9,999 20% $10,000-14,999 20% Under $5,000

Contact Person:

Mr. Will Edwards
Project Director
Career Development K-Adult
Mason County Vocational Center
Ohio River Road
Point Pleasant, West Virginia 25550

(304) 675-3039

	District Schools	Project Schools
Number of Schools	26	26
Grade Levels	K-12	K-12
Number of Staff	335	335
Number of Students	6,250	6,250

Years of Project Operation: 3

Number of Project Staff: 1 Full-time

Project Funding:

Federal	Title III	$18,000
County		9,000
Total		$27,000

Approach to Career Education. In this district career education aims to create within all students an awareness of the many available jobs in the world of work, and to instill within them the worthiness of work. Career education is a technique used by teachers to make the formal educational experience more meaningful to students. The project has developed ten broad student goals dealing with self concept, decision making, and other important areas. They have also developed many detailed objectives for students at each grade levels. Career education is infused in almost all subject areas at all grade levels, although some differences exist by teacher choice. The career education curriculum contains vocational education and makes extensive use of hands-on experiences and field experiences in the community.

Project Staff. The project employs a full-time director who serves all of the schools in the district including two early childhood centers and a vocational school. He works most often with teachers and administrators and divides his time equally across all grade levels. He also spends some time with the community and has some contact with central office staff.

School Staff. Classroom teachers carry out career education instruction in this district. About 55 percent of the elementary school teachers, 20 percent of the junior high school teachers, and 50 percent of the senior high school teachers actively participate in career education. The project director is working to increase this number.

Training. The project director has provided an orientation to career education for all staff in the district. He has also provided training for 40 percent of the staff. He has received occasional assistance in training from consultants from the State Education Department, other school districts, and higher education institutions. The project director serves as adjunct professor and teaches a university sponsored course each semester. Teachers pay full tuition and receive three credits per course. Some training has also been held during summers. Training has emphasized workshops, demonstrations, and group discussions, but has also included lectures, field trips, and the use of self-instructional materials. Half of the materials used in training are professional materials developed in the district. The remainder are commercially published materials intended for students.

Community Resources. The project director frequently makes arrangements for field trips or for the use of community speakers or materials. He also arranges student work sites. In addition, he has published a catalog of career education instructional materials.

Curriculum Materials. The project director has worked with school staff to develop career education curriculum guides for use in the district. Teachers have created student materials. The project director also purchased some useful student materials. Both student materials and locally-developed curriculum guides circulate throughout the district. Both student and teacher materials are available at all grade levels. About 10 percent of the materials used in the district are in print, 30 percent are audiovisual materials, and 60 percent are hands-on materials such as construction materials used to build a post office, etc.

Some materials produced by the project are described below:

1. A Report on Career Education in Mason County
   Print, 63 pages, intended for project directors and teachers, grades K-12. Contains program discription, in-service design, and evaluation.
2. Teacher's Instructional Manual for Early Elementary Education
   Print, 200+ pages, intended for teachers, grades K-3.
3. Teacher's Instructional Manual for Later Elementary Education
   Print, 200+ pages, intended for teachers, grades 4-6.
4. Teachers' Instructional Manual for Secondary Education
   Print, 200+ pages, intended for teachers, grades 7-12.

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION
Eau Claire Joint District Number Five
Eau Claire, Wisconsin

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Urban

Students' Background: 99% White

Annual Family Income:
50% $ 10,000-14,999
20% $ 5,000- 9,999
15% $ 15,000-19,999
8% $ 20,000 or more
7% Under $5,000

Contact Person:

Mr. Clifford Stanford
Administrative Assistant-
Director of Federal Programs
Board of Education
1222 Mappa Street
Eau Claire, Wisconsin 54701
(715) 834-8104

	District Schools	Project Schools
Number of Schools	25	25
Grade Levels	K-12	K-12
Number of Staff	589	589
Number of Students	10,968	10,968

Years of Project Operation: 3

Number of Project Staff: 3 Full-time
1 Part-time

Project Funding:

Federal	VEA	$ 93,387.
	ESEA Title III	7,500.
Local		14,788.
Total		$ 115,675.

Approach to Career Education. The Eau Claire Public Schools career education component was dedicated to six major goals. These goals were: to provide adequate career counseling and guidance services for students, parents, and teachers; to develop student self-awareness and favorable attitudes about the personal, social, and economic significance of work through planned learning activities; to establish programs for grades K-12, designed to develop student awareness in terms of the broad range of options open to each person in the world of work; to establish programs, beginning at the junior high school level, designed to provide career oriented and meaningful exploratory experiences for students; to provide programs at grade levels 10-12 designed to give job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative educational opportunities available to all interested students; and, to establish programs designed to provide placement for all exiting students in either a job, a post-secondary occupational training program, a baccalaureate program, or other pursuits of their choice.

Project Staff. The public school project was staffed with three full-time professional people, whose salaries were supplied by project funds, and a project director who also served as Administrative Assistant to the Superintendent. In addition to the career education staff, all administrators of the Eau Claire

School District, the Board of Education, and the local lay advisory committee (36 members), were involved in the management of the project.

Project Staff. The focal point of the project's efforts was the classroom teacher. Career education staff members provided consultation services, locally-produced guides and commercially produced materials, as well as assisted teachers with integration of career education concepts into traditional activities and units and the general curriculum. All teachers participated.

Community Resources. A community resource guide listing over 100 area businesses and agencies was developed and provided information concerning field trips, available speakers and resource people, and a general resume of the characteristics of the business or agency. These guides were available to all elementary and secondary schools for use by the teachers. A supplement to the community resource guide listed over 80 area businesses and agencies and provided detailed job information including the nature of the work, the hourly wage rate, the typical number o job openings yearly, and the training necessary to qualify for employment. These supplements were placed in the guidance departments and media centers of the secondary schools.

Curriculum Materials. During the two years prior to this grant period, two workshops were conducted. A basic career education curriculum guide was developed by thirteen staff members during the summer of 1971; it was further developed during a second workshop. 17 separate curriculum guides were produced dealing with integrating the 16 career education concepts into existing curricula.

A follow-up workshop involving five special education teachers produced a two-volume K-12 special education guide. This outlines a suggested curriculum, career education concepts, and the Wisconsin persisting life needs approach. After reviewing these documents, the Wisconsin Department of Public Instruction requested enough copies of this guide for state distribution.

A one week workshop involving 33 teachers was held in June of 1973. Each teacher, using previously developed career education guides, wrote units of instruction packages that he/she implemented during the 1973-74 school year. These units combined career education concepts and activities with existing instructional units. Evaluation activities were also built into the packages. Four guidance counselors worked with the career education staff during this workshop to develop a role description and sixth and ninth grade orientation programs for use during the 1973-74 school year. The curriculum units and guidance programs developed were field tested and evaluated during 1973-74 and were further refined and modified.

An Idea That Worked. As an adjunct to ~~written curriculum materials~~ developed, funds were utilized to build and equip eight Porta-Cluster Carts. These carts were stacked with information relating to occupational clusters to be used by individual students in the resource centers of by teachers in the classroom. Two carts were assigned to each of the four secondary schools and these rotated each quarter. Hence, each cart spent nine weeks in each school. The Wisconsin State Department of Public Instruction featured the Porta-Cluster Cart program in its spring publication. As a result of that article, several educators from across the nation contacted the public schools for information about the program.

CAREER EDUCATION DEVELOPMENT PROJECT
Oregon Consolidated Schools
Oregon, Wisconsin

District and Project Information: 1973-1974

District Population:	10,000-24,000
Type of Area:	Suburban
Students' Background:	99% White
Annual Family Income:	55% $10,000-14,999 25% 5,000- 9,999

Contact Person:

Mr. Roland J. Cross
Project Director
Career Education Development Project
Oregon Consolidated Schools
200 North Main
Oregon, Wisconsin 53575
(608) 835-3161

	District Schools	Project Schools
Number of Schools	5	5
Grade Levels	K-12	K-12
Number of Staff	150	150
Number of Students	3,000	3,000

Years of Project Operation: 3

Number of Project Staff: 8 Part-time

Project Funding:

Federal Title III	$ 7,000
Local	6,000
Total	$13,000

Approach to Career Education. In this project career development is defined as the process of helping an individual to understand accurately both himself and the world of work, the specific educational and job requirements of occupation, entry and progress in education persuits, and ultimately the choice of a vocation. The career development program is one of orientation and information at the elementary level; information, self evaluation, and exploration at the junior high level; and exploration and preparation at the senior high level. The career education curriculum deals with all aspects of life including the world of work and leisure. It stresses a positive concept of work as pleasurable and satisfying. Career education contains vocational education in this district. It is infused in all subject areas at all grade levels. Career education concepts are conveyed by means of student projects, field trips, community speakers, and short student activities as well as by traditional methods. As infusing career education in secondary science created some difficulties, the project has developed a four-week Careers in Science unit for students in grade 9 with review activities for students in grade 11. The district also offers work study for handicapped students.

Project Staff. The project began with a seven-member steering committee which selected key career concepts and initiated the program. They have continued to serve the project as a policy-making group. The project has the part time service of the assistant superintendent for instruction in the district. In the first year of operation 28 teaching staff who are department or unit heads worked full time for three weeks in the summer to create a career development guide of sample learning activities. This year 14 teaching staff and two consultants worked for the project on community contact and evaluation activities. The project serves all of the schools in the district. This year the project staff spent about a third of their time working directly with community representatives and divided the remainder of their time about equally across all grade levels.

School Staff. Most of the career education instruction in the district is carried out by regular classroom teachers, although guidance counselors do assist with outside activities such as career days. All of the school staff in the district actively participate in career education.

Training. Several types of training exist in this district. Unit and department heads have participated in summer activities to create career education lessons or to explore community resources. During this school year these teachers serve as career education leaders at regular department, unit, or staff meetings convened for training purposes. They occasionally drew upon consultants from universities or other nearby projects. In addition, the University of Wisconsin Extension Program offers a career education course through the educational television network for college credit. All of the school staff in the district have received training. Most of the training materials used in the district are locally developed and most are materials intended for teachers.

Community Resources. The project has placed a strong emphasis on community resources this year. Staff have explored the community and have compiled an extensive catalog of speakers, trips, materials, and student work sites offered by local businesses and parents of students in the school district.

Curriculum Materials. Staff in the district have developed about 90 percent of the curriculum guides and student materials used in the career development program. They have also purchased limited amounts of commercial materials. Both student and teacher materials are available at all grade levels. About 90 percent of these are in print and the remainder are audio-visual materials.

Some materials produced by the project are described below:

1. Career Development Guide. (Curriculum guide)
   Print, 269 pages, intended for teachers and administrators, grades K-12.
2. Career Card File.
   Print (3 X 5 cards), 100 cards, intended for teachers, grades K-3. Includes short student activities color-coded by grade level to convey the dignity of all work, how jobs improve our living, how jobs can provide personal satisfaction, etc.
3. Career Education Ideas.
   Print, 25 pages, intended for career education project staff, grades K-12.

4. Oregon Career Education Community Resource Guide
   Print, 300 pages, intended for teachers, grades K-12.

An Idea That Worked. As this project operated without a full-time project staff, it had to rely upon teachers and administrators to plan and organize the career development program. The project did this effectively by involving people at all levels from the very outset of the project. An initial seven-member steering committee was formed to select key career concepts upon which a program could be built. This steering committee was composed of teachers, guidance counselors, principals, and central office staff. It has continued to serve as a policy-making body. Special meetings have also been held with the board of education. Community and business surveys have been conducted to enlist the interest and support of parents and local employers. And, department or unit heads have served as career education leaders within each school building. These processes have allowed the project to offer career development to every student in the district.

ARTICULATION OF OCCUPATIONAL INFORMATION
Sheboygan School District
Sheboygan, Wisconsin

District and Project Information: 1973-1974

District Population:	2,500-9,999
Type of Area:	Urban
Students' Background:	95% White 5% Other
Annual Family Income:	45% $ 5,000- 9,999 25% Under $5,000 15% $10,000-14,999 10% $15,000-19,999 5% $20,000 or more

Contact Person:

Mr. Charles Bingner
Project Director
Career Education Center
3811 Memorial Drive
Sheboygan, Wisconsin 53081

	District Schools	Project Schools
Number of Schools	24	4
Grade Levels	K-Adult	K-Adult
Number of Staff	1,200	150
Number of Students	6,300	2,600

Years of Project Operation: 3

Number of Project Staff: 3 Full-time

Project Funding:

Federal	$	360,000
Local		40,800
Total	$	400,800

Approach to Career Education. The project began with two to four week summer workshops which were followed by additional training during the school year. Materials purchased with federal funds were a great help to counselors and teachers who implemented the program. The project could have been stronger and more successful, however, had the local school board and individual schools' administrations provided support.

Project Staff. The project staff consisted of a project director, one elementary school consultant and one secondary school consultant who developed a model for implementing career education in grades K-14 in the four participating schools. Some personnel never became interested in career education concepts but all aspects of the model program were successfully implemented in at least one of the four schools. For example, few high school counselors participated in the project while junior high counselors became involved and were very effective. A significant part of the school staff at all four schools and at all grade levels participated and found the model program very successful.

School Staff. All teachers of grades K-14 in the four project schools were asked to participate. There was sufficient involvement at all grade levels to verify the value of the model program. Career education instruction was carried out by classroom teachers. In some cases guidance counselors worked with teachers. Principals were helpful in some schools and paraprofessionals operated career information centers.

Training. Training was provided by the project staff and generally took place in local school buildings. Some central meetings were held. All project school personnel participated in training sessions before the beginning of the school year. Teachers who chose to implement career education in their classrooms continued occasional training sessions during the year. These sessions involved use of specially prepared guides, audiovisual and other printed instructional materials.

Community Resources. Persons involved in business and industry in the community helped the project staff arrange for field trips, conferences, job training, and scrap materials for hands-on experiences in the classroom. Buisnessmen encouraged educational leaders to continue the project but failed to convince them that career education ought to permiate the entire school curriculum. Community resource people were generally very helpful but their support was not sought as early as it might have been.

CAREER EDUCATION PROJECT
Watertown Public Schools
Watertown, Wisconsin

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Rural and Small Town

Students' Background: 97% White

Annual Family Income: 30% $ 5,000- 9,999
30% 10,000-14,999

Contact Person:

Ms. Eileen M. Scott
Director of Guidance
Watertown Public Schools
505 South 8th Street
Watertown, Wisconsin 53094
(414) 261-2370

	District Schools	Project Schools
Number of Schools	8	8
Grade Levels	K-12	K-12
Number of Staff	125	125
Number of Students	3,750	3,750

Years of Project Operation: 2

Number of Project Staff: 1 Part-time

Project Funding:
Federal $12,000

Definition of Career Education

This project has not formulated a definition of career education or a series of goals, but instead draws its direction from a group of "career education concepts." These are drawn from the Wisconsin Career Development Guide. A few examples follow.

1. An understanding and acceptance of self are important throughout life.

2. Education and work are interrelated.

3. Occupational supply and demand has an impact on career planning.

4. Individuals differ in their interests, abilities, attitudes, and values.

Materials

1. Sample lessons developed in career education workshops
   Print, 3 volumes, intended for teachers, grades K-12.

The Project

Finances. The first project funding was $5,000 received for the summer of 1972. Of this, 40 percent was from VEA funds and 60 percent from local funds. For this year the project received $12,000 from Title III funds. This funding will end in October, 1974. Forty percent of this year's funding was budgeted as compensation for staff development participants. Twenty percent of funding was spent in each of the areas of project staff's salaries, travel, and evaluation.

Project Staff. The project employs one part-time project director who is also the director of guidance. The director spends most of her time organizing and coordinating in-service workshops. She also acts as a resource person throughout the year and is responsible for designing the summer workshop programs.

Training. During this year, training was conducted by the project director and consultants from a college. The training activities included an orientation to career education, the development of program goals and objectives, and curriculum development. Training takes place after school, on weekends, and during the summer. Training sessions include workshops, demonstrations, the use of self-instructional materials, and trips and visits. All training materials are locally developed and include suggested classroom activities and other teacher materials. About half of the teachers in the district have participated in 10 or more hours of training.

Curriculum Materials. The main emphasis of the project has been on curriculum development workshops for teachers. All of the curriculum materials used in the program are locally developed materials for teachers. Most are in print, although some are audio-visual. All have been developed since 1970.

Community Resources. The role of the project director does not involve cataloging or arranging for the use of community resources, but workshop activities include training teachers to draw upon these resources as needed.

Public Information. The project director shares information about the project within the district by speaking at meetings and preparing news items. She disseminates information outside the district by inviting visitors, attending meetings, and sharing locally developed curriculum materials with other projects.

The School Instructional Program

Staff. Career education instruction in the district is carried out by classroom teachers and guidance counselors. About half of the teachers in the district and 60 percent of the guidance counselors actively participate in career education.

Content. As described above, the program draws its direction from a series of Career Education Concepts rather than a definition of career education or broad goals. The project director organized workshops in which teachers used these concepts to develop specific student objectives at each grade level. Career education contains vocational education in this district. The content of career education differs from the regular curriculum in that it associates regular school work with the world of work, thus offering greater relevance to students. The methods used in teaching career education do not differ from those used in teaching the regular curriculum, although there is greater use of student projects and hands-on experiences. At the elementary level, career education is integrated in the subject areas of social studies and language arts/reading/English. At the secondary level, it is integrated into mathematics, science, language arts/reading/English, art, business and office education, distributive education, foreign languages, home economics, industrial art, and physical education. It is also integrated into special education.

Evaluation

External Evaluation. A consultant has conducted an external evaluation of the project and the school instruction program. He has evaluated the populations served, public information, and the extent and quality of implementation of the instruction program. Data was collected from school staff and students during interviews and observations. A review of the products developed by the project was also conducted as a part of the evaluation.

CAREER EDUCATION MODEL PROJECT, K-12
Natrona County School District Number One
Casper, Wyoming

District and Project Information: 1973-1974

District Population: 25,000-99,999

Type of Area: Rural

Students'Background: 95% White

Annual Family Income: 60% $10,000-14,999

Contact Person:

Dr. Fred Pierce, Project Director
Career Education Model Project
Natrona County School District #1
8th and Elm Streets
Casper, Wyoming 82601
(307) 237-9571

	District Schools	Project Schools
Number of Schools	32	10
Grade Levels	K-12	K-12
Number of Staff	750	
Number of Students	13,000	4,230

Years of Project Operation: 1

Number of Project Staff: 1 Full-time
1 Part-time

Project Funding:

Federal	VEA	$104,000
Total		$104,000

Definition of Career Education

A process or concept used to achieve a non-traditional approach to education in order to make it more relevant and interesting to students.

Goals

1. To increase the self-awareness of each student.

2. To develop in each student favorable attitudes about the personal, social, and economic significance of work.

3. To assist each student in developing and practicing appropriate career decision-making skills.

4. To increase the career awareness of elementary students in terms of the broad range of options open to them in the world of work.

5. To provide career orientation and meaningful exploratory experiences for junior high school students.

6. To provide high school students with job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experiences and cooperative education opportunities for all students.

7. To insure the career development of all handicapped students.

8. To insure all students a place in either a job, a post-secondary occupational program, or a baccalaureate program.

The Project

Finances. Thirty percent of project funds for this year was spent as compensation for staff development participants. Twenty percent was spent in each of the areas of project staff salaries and curriculum materials for classroom use. Smaller amounts were spent in other areas.

Project Staff. The project employed two staff members this year, a full-time project director and a part-time junior high school facilitator. The project director had previously served as an administrator and in other roles outside the school district. The facilitator had previously been a secondary teacher of social studies within the district. The project staff spend most of their time working directly with teachers and with elementary principals. They also work with central office staff and the community, and have some contact with principals, librarians, and guidance counselors at the junior and senior high school levels. The project staff worked in a third of the elementary and junior high schools in the district and in half of the senior high schools. Next year, they expect to work with more of the elementary schools in the district, and continue to work with the same junior and senior high schools. They also work with a special education school.

Training. The project staff, local school staff, and a variety of consultants conduct training. About two thirds of the staff in the project schools have received some training. Training has included an orientation to career education and information on the world of work, community resources, curriculum development, materials selection, and teaching techniques. Trainers use many methods, placing particular emphasis on visits to other career education projects. About two thirds of the elementary teachers and some of the junior and senior high school teachers in the project schools have visited other career education projects. A University of Wyoming extension course in career education, and special workshops for guidance counselors and industrial arts teachers were also available to the staff. Participants attended training sessions during the summer, on weekends, after school, and during school. All training materials were for teacher use, and were developed either locally or by other projects.

Curriculum Materials. The project staff have identified many useful curriculum materials and have purchased books, audiovisual materials, and kits for classroom use. They also loan and circulate curriculum guides and student materials. The project staff and teachers have developed instructional materials for teacher and student use. They have also adapted commercial curriculum materials and those produced by other projects for use in the district.

Community Resources. The project staff has been responsible for identifying, cataloging, and arranging for use of community speakers, community trips, community materials, and some student work sites. The project staff worked with the local Chamber of Commerce to compile a list of over 100 businessmen and businesses willing to cooperate with the career education program.

Public Information. The project staff shares information about the project within the district by speaking at meetings, sending newsletters, inviting visitors, and preparing news items. Information is provided for parents, employers, and other community organizations. The project disseminates information outside the school district by attending meetings, sending newsletters, inviting visitors, and visiting other projects.

The School Instructional Program

Staff. Classroom teachers and guidance counselors carry out career education in the district. About half of the staff in the project schools actively participate in career education. This constitutes about 20 percent of staff in the entire district.

Content. The content of the school instructional program in career education is based upon the definition of career education and the broadly defined goals listed above. These have been drawn from national publications and locally-developed materials and have been used to develop objectives in the areas of guidance, placement, curriculum, and career resources. The school instructional program in career education does not differ in content from the regular curriculum. Career education contains vocational education. It deals with work, citizenship, family life, leisure, ethics and morality, and esthetics.

Methods. The teaching methods used in career education differ from those used in the regular curriculum in that they involve a greater use of student projects, hands-on experiences, and role playing. At the elementary level, career education is infused in all elementary subjects. At the secondary level, career education is infused or integrated in all subject fields, but is also available as a separate ninth grade course focusing entirely on career education.

Evaluation

Internal Evaluation. No internal evaluation of the project has been conducted.

External Evaluation. During the last year a consultant has conducted an external evaluation. He evaluated project staff, number of schools served, populations served, and project activities. During site visits, he collected data from project staff, school staff, students, project records, and products produced by the project. He also used questionnaires and tests with students to evaluate the effect of the career curriculum on pupil learning and behavior.

An Idea That Worked

All beginning speech students at a high school in the district participated in activities designed to teach them how to conduct themselves during a job interview. First, a representative of the district employment office spoke with students about job interview techniques. Students also practiced filling out job application forms. Then mock interviews were scheduled. Representatives of local businesses and industries volunteered to conduct the interviews. The district employment office representative and a guidance counselor made videotapes of each interview. Finally, students viewed the videotapes in class and evaluated each interview. Students reported that they felt much better prepared for their first interview after this experience.

Another Idea That Worked

One of the most successful units we worked on was a communications unit used in seventh grade English classes. Students did research and explored all jobs and phases of careers in the field of communications. Then we brought in a community resource person who helped the students develop a commercial for T.V. This activity included role playing, art work, set preparation, writing, editing, etc. After all the work was done, we used the VTR and taped their commercial. This really exposed the students to the roles of the different careers and gave them good hands-on experience.

COMPREHENSIVE CAREER EDUCATION PROGRAM
School District #1, Park County
Powell, Wyoming

District and Project Information: 1973-1974

Contact Person:

Merlin S. Olson
Project Director
Comprehensive Career Education Program
Career Education Office
Eastside Grade School
Powell, Wyoming 82435

(307) 754-5183

District Population:

Type of Area: Rural and Small Town

Students' Background: 86% White
12% Mexican American

Annual Family Income: 58% $ 5,000- 9,999
25% $10,000-14,999

	District Schools	Project Schools
Number of Schools	7	7
Grade Levels	K-12	K-12
Number of Staff	135	135
Number of Students	2,000	2,000

Years of Project Operation: 2

Number of Project Staff: 1 Full-time
2 Part-time

Project Funding:

Federal	VEA Part D	$23,000
Total		$23,000

Approach to Career Education. Career education in this district is designed to offer students "preparation for life." The project makes extensive use of the community in teaching career education to students in grades K-12. Career education is infused in all subject areas at both the elementary and secondary levels. It contains vocational education.

Project Staff. The project employs a director who serves full time as coordinator of this and all other federal programs. It also employs an assistant director and an elementary coordinator, both part time. The project staff serve all schools in the district and spend about half of their time working at the elementary level, 20 percent of the junior high level, and 30 percent at the senior high level. They spend most of their time working directly with teachers and guidance counselors.

School Staff. In this district teachers work in the classroom and guidance counselors work with individuals or groups outside the classroom to convey career education concepts. All of the school staff in the district actively participate in career education.

Training. The project staff have provided an orientation to career education for all of the school staff in the district. They have also provided more extensive training for all of the administrators and 80 percent of the teachers, counselors, and librarians in the district. They have occasionally received assistance in training from consultants from other effective career education projects. Training sessions have taken place during school, after school, or in the summer and staff have received college credit or payment for participation. Training sessions have emphasized lectures, workshops, and field trips. They have also included demonstrations, the use of self-instructional materials, and group and individual discussions with project staff. Sessions have included information about the use of community resources, curriculum development and some information about the world of work. Some staff in the district have also received training in teaching techniques and selection of materials. About 30 percent of the materials used in training have been produced in local workshops. Most of the remainder of the materials used are commercially published although some are drawn from non-commercial sources. About 70 percent are student materials and the remainder are materials intended for teachers.

Community Resources. This project places great emphasis on the use of community resources. The project staff have published a catalog of speakers and trips available in the community. The staff make arrangements for speakers and field trips and a work study coordinator arranges work sites for students.

Curriclum Materials. About 70 percent of the career education instructional materials used in the district are commercially published. The project staff identify those materials which are useful and purchase them for circulation to appropriate departments. The remainder of the materials used in the district are developed locally. The project staff offer a format for teaching materials and work with school staff to develop curriculum guides and student materials. About 60 percent of the student and teacher materials used in the district are at the elementary level. The remainder of the materials are divided between the junior and senior high school levels. About 60 percent of the materials used by the district are in audiovisual form and the remainder are in print.

Some materials produced by the project are described below:

1. Slide Tapes on Local Occupations (About 12)
   Slide tapes, 10 minutes each, intended for students, grades K-6.
2. Video Cassette Tapes on Local Occupations (About 5)
   Video cassette tapes, 15 minutes each, intended for students, grades 7-12. These materials on local occupations offer students information about places they cannot easily visit.
3. Flip-pics on Occupational Skills-How To Do It
   Print, about 20 cards, intended for students, grades 9-12.
4. Field Trip Guide
   Print, 4 pages, intended for teachers, grades K-12.

An Idea That Worked. Six staff members in the district created a Field Trip Guide in a career education workshop. They compiled suggestions and techniques for selection of field trips, planning, the field trip itself, and evaluation. This brief guide provides many useful hints for teachers in any district arranging any type of trip. Use of this guide by teachers in the district has helped insure that field trips are appropriate for a given group of students and move smoothly. It has also help students get as much as possible from each trip. As an extra aid a Sample Parental Permission Slip and a Sample Field Trip Request for School Administration are both included.

RIVERTON CAREER EDUCATION PROJECT
School District Number 25
Riverton, Wyoming

District and Project Information: 1973-1974

District Population: 10,000-24,999

Type of Area: Small Town

Students' Background: 88% White
10% American Indian

Annual Family Income: 50% $10,000-14,999
30% $ 5,000- 9,999
12% Under $5,000
6% $15,000-19,999

Contact Person:

Ms. Signe Aspinwall
Career Education Consultant
Riverton Junior High School
Riverton, Wyoming 82501
(307) 856-6374

	District Schools	Project Schools
Number of Schools	6	6
Grade Levels		K-14
Number of Staff	200	200
Number of Students	3,300	3,300

Years of Project Operation: 4

Project Funding:

Number of Project Staff: 5 Full-time

Approach to Career Education: The project was designed for K-14 students. Teachers were given inservice training to develop a curriculum which was career oriented. The curriculum developed was directed toward individualized instruction using continuous progress learning activity packets. In addition, Teacher Resource Units (TRUs) were developed to give teachers ideas about interdisciplinary career education activities which could be used in their classrooms. A multimedia resource center, still under development, is available to all teachers. Choice of instructional methods is left to individual teachers, although most emphasize field trips and other activities involving interaction with professional and non-professional people in the community.

Project Staff. The career education staff includes a project director, a guidance counselor, a project coordinator and two full-time aides. These people serve six schools. The director spends about three-quarters of his time working with his staff and teachers. The rest of his time is spent on administrative duties. The coordinator, working in all six schools, has primary responsibility for the distribution and collection of materials.

School Staff. Approximately 50 percent of the elementary teachers participate in the career education program whereas 10 percent of the junior and senior high school teachers are involved. In addition, a Career Education Center employs 13 teachers who provide instruction in auto mechanics, food services, drafting, welding, etc.

Training. Teachers participated in an inservice workshop directed by a college professor and career education consultants from California, Wyoming, South Dakota and Idaho. Any teacher was eligible for training and about 40 percent volunteered. The primary purpose of the workshpp was to develop curricula which infused career education objectives and activities into the academic subjects. Some workshop techniques and materials included lectures, demonstrations, films, tapes, etc.

Community Resources. The project staff and some classroom teachers have contacted local professional and non-professional workers to serve as resource people. A catalog listing these individuals has been compiled and made readily available to teachers.

Curriculum Materials. Most of the curriculum materials used in the project are locally produced by teachers with the aid of consultants and project staff. Materials have been produced for both teachers and students. These materials are in print, on tapes, slides, flip pictures, etc. and are for use in grades K-14.

Materials produced by the project are described below.

1. Learning Activity Packets.
   Prints, 10-30 pages each. Intended for student use in individualized instruction in grades K-14.

2. Teacher Resource Units.
   Prints and slides, 1 or 2 pages each. Intended for teacher use in grades K-6.

3. Estimated Terminal Outcomes and Behavioral Objectives.
   Print, 1 page. Intended for teacher and student use in grades 10-12. This is an outline of the course and the expected outcome.

An Idea That Worked. Last year a Student Aid Program was implemented at Riverton Junior High School. The purpose of the program was to provide an opportunity for students to experience an employer-employee relationship. Students with study halls or free time during the day were allowed to apply for jobs as aides to teachers. The jobs were advertised in posters and "help wanted" ads and the student applicants answered these just as they would have in the outside community. They were interviewed and had to supply letters of recommendation before being hired for positions requiring skills like typing, map and stencil making, filing, point recording, etc. Those students who were hired kept daily time sheets and on a monthly basis were given written and oral evaluations as well as a small salary. The students who were not hired were told why, and their names were kept on file for possible future employment. At the end of the year the student aides' overall evaluation of the program was very positive.